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IDENTIFIERS Mountain Plains Program

ABSTRACT

One of three supplements which accompany chapter 7 of "Mountain-Plains Handbook: The Design and Operation of a Residential, Family Oriented Career Education Model" (CE 014 630), this document contains specific information concerning the early childhood education, building trades and services, and office education components of the educational services division. The following materials related to the early childhood education component are included: staff and facility plans, early childhood education communications, infant care home operators form, miscellaneous forms, early childhood education procedures manual, program description and rationale, parent's guide for sick child, and a paper on the ecology of infant day care. The following materials related to the building trades and services component are included: student forms and reports, student tool checkout lists, internship and apprenticeship policies and procedures, and senior instructors weekly status report. The following materials related to the office education component are included: facility and equipment plans, course list for office education, program objectives table, a welcome speech to the students, and miscellaneous forms. (BM)

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NATIONAL EDUCATION R&D MODEL

MOUNTAIN PLAINS EDUCATION ECONOMIC DEVELOPMENT PROGRAM INC.

ED150362

MOUNTAIN-PLAINS HANDBOOK

THE DESIGN AND OPERATION OF A RESIDENTIAL FAMILY BASED EDUCATION PROGRAM

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

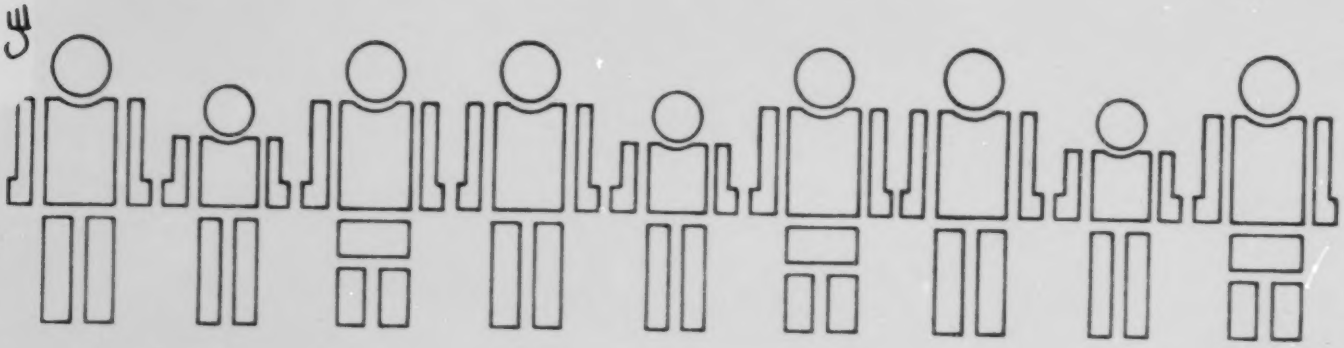
APPENDIX

SUPPLEMENT NO. 2 TO VOLUME 7

PREPARING THE STUDENT:

EDUCATIONAL SERVICES DIVISION

CE 014 645



APPENDIX

This supplement is designed for use in conjunction with Volume VII

Supplement 2 To Volume VII

PREPARING THE STUDENT: THE EDUCATION SERVICES DIVISION

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TABLE OF CONTENTS

Page

EARLY CHILDHOOD EDUCATION COMPONENT APPENDICES

A. STAFF AND FACILITIES
1. Early Childhood Education Staffing Chart 2
2. Equipment Lists 3

B. EARLY CHILDHOOD EDUCATION COMMUNICATIONS
1. Explanation of Child Care Program 4
2. Early Childhood Education Applications 7
3. Application for Child Care Home 9
4. My Progress in School--Student Evaluation Sheet 10
5. Parent Evaluation of Nursery or Kindergarten Program 12
6. Physician Evaluation Form 14

C. INFANT CARE HOME OPERATORS FORM
1. Application Procedures and Responsibilities 15
2. State Of Montana Application for A License for Child Care 16
3. Physician's Report - Child Care Personnel 17
4. Student Child Care Agreement 18
5. Infant Care Home Operators Evaluation Form 19
6. Day Care Services Voucher 20
7. Student Child Care Voucher 21

D. MISCELLANEOUS FORMS
1. Child Activity Calendar 22
2. Attendance Report (Weekly) 23
3. Attendance Report (Monthly) 24

E. EARLY CHILDHOOD EDUCATION PROCEDURES MANUAL 25

F. PROGRAM DESCRIPTION AND RATIONALE 29

G. PARENT'S GUIDE FOR SICK CHILD 37

H. ECOLOGY OF INFANT DAY CARE 40

BUILDING TRADES AND SERVICES COMPONENT APPENDICES

A. STUDENT FORMS AND REPORTS
1. Building Trades Relationship Chart 45
2. Student Schedule 46
3. Student Progress Record (Sample) 47
4. Occupational and Work Attitude Report (Sample) 52
5. Unit Performance Test (Sample) 54
6. Work Order Request Form 56

B. STUDENT TOOL CHECKOUT LISTS 57

C. INTERNSHIP AND APPENTICESHIP POLICIES AND PROCEDURES . . .66

D. SENIOR INSTRUCTORS WEEKLY STATUS REPORT 70

OFFICE EDUCATION COMPONENT APPENDICES

A. FACILITIES
1. Office Education Floor Plan 73
2. Equipment List 76

B. COURSE LIST FOR OFFICE EDUCATION
1. Courses Offered for Each Office Education Program 77
2. Program - Course Matrix 78

C. PROGRAM OBJECTIVES TABLE 79

D. WELCOME TO OFFICE EDUCATION 82

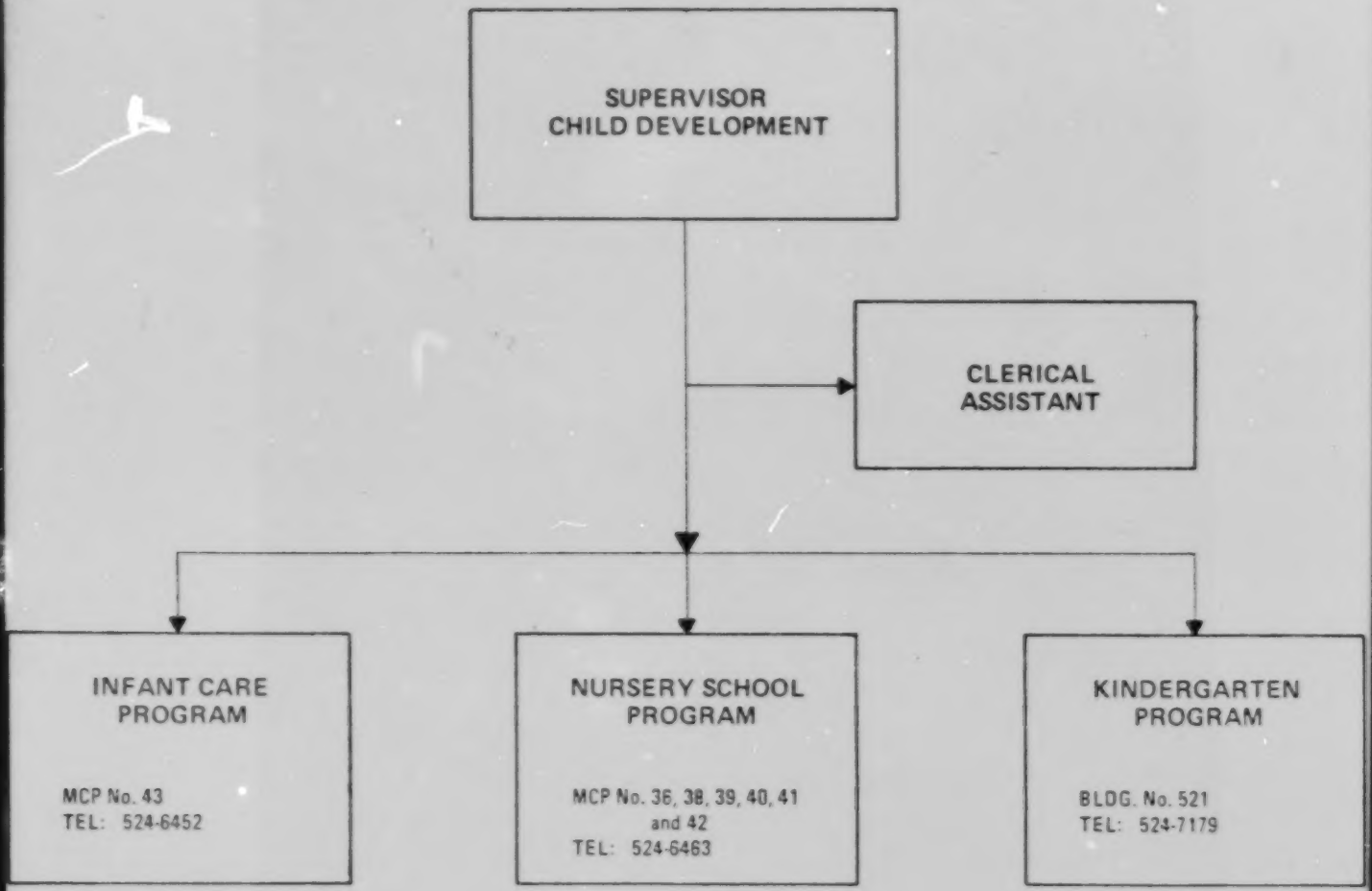
E. MISCELLANEOUS FORMS
1. Occupational and Work Attitude Report Form (Sample) 83
2. Student Progress Record Form (Sample) 85
3. Student Work Plan Forms 87
4. Civil Service Certificate of Proficiency 93

EDUCATION SERVICES DIVISION

EARLY CHILDHOOD EDUCATION COMPONENT

OFFICE MCP No. 43

TELEPHONE 524-6496



ECE EQUIPMENT LISTS

Inventory of Infant Care Items

18 Play Pens
6 Walkers
17 High Chairs
10 Booster Chairs
11 Cribs
5 Potty Chairs
4 Cots
1 Rocking Chair
2 Gates
3 Swings

Inventory of Kindergarten Items

1 Piano
2 Metal Desks
2 Filing Cabinets
3 Wooden Shelves
1 Autoharp
1 Plant Science Kit
1 First Aid Kit

1 set Dress Forms
1 set Logo Blocks
3 sets Play Rings
5 sets Fit-A-Space
7 Shape Sorting Boxes
15 Peg Board Sets
3 Magnets
3 Root View Boxes
3 Aquarium Sets
2 Chick Incubators
3 Ant Farms
2 Cactus Gardens
1 Hampster House
17 Filmstrips
1 Duso Kit

5 Tape Players
3 Filmstrip Projectors

2 Kinesthetic Alphabet Card Kits
1 Flannel Board: My Face and Body
19 Instructo Kits
4 Action Pictures
2 Flannel Boards: Opposites
Concepts

5 Lotc Games
7 Big Mouth Singers
4 Play Tiles
2 Boxing Glove Sets
4 Log Building Sets
4 Number Elephants
7 Proportional Block Sets
15 Doll House Furniture Sets

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW, MONTANA 59231 · TEL: (406) 524-6221

CHILD CARE PROGRAM EFFECTIVE JANUARY 1, 1975

INFANT CARE PROGRAM:

Infants are children six (6) weeks through 2 - 3 years of age and not yet potty trained. Mountain-Plains will arrange for and provide the care of infants who are at least six (6) weeks of age. This care is provided from 8:45 a.m. to 4:15 p.m., for the following:

a. Solo heads of household

b. Spouses in orientation (first week at Center).

c. Spouses in Family Core

No spouses will be assigned by Mountain-Plains to help in the care of these children as mentioned above. Student spouses with children of this age group, other than those named above under b, and c, who want to enter an occupational preparation area must arrange for their own child care. This can be accomplished by trading off with other students or by the students paying for their own baby-sitter. If a student spouse elects to stay home, she must complete Counseling. Child care for counseling will be provided for by Mountain-Plains, contact MPC #43 to make arrangements.

The responsibilities of the parent with children in our Infant Care program are:

1. Provide a clean change of clothing with the child's name marked on it.
2. Provide clothing for outdoor wear and shoes.
3. Provide any baby food or formula (milk) that the child needs.
4. Clearly mark the child's name on anything sent with him (bottles, diaper bag, blankets, etc.).
5. Provide diapers -- either cloth or disposable.
6. Provide a plastic sack (bread wrapper) for any soiled or wet clothing.

7. To notify the babysitter if you will be late in picking up your child. If you do not, you will be charged extra.

The responsibilities of the licensed infant care home are:

1. Provide a hot lunch, morning and afternoon snacks for all children who can eat table food.

2. Keep your child as clean and dry as possible.

3. Provide a warm, caring atmosphere where your child will be free to learn and develop all those skills that are a part of his growing.

NURSERY PROGRAM:

Nursery age children who are 2 - 5 years old and potty trained. Mountain-Plains will arrange and provide for the care of all nursery age children. This care will be provided from 8:45 a.m. through 4:15 p.m. within one of our nursery classes.

The Nursery Program is not just a babysitting service for the children. The Instructors work daily to expand your child's language development, motor skills and coordination, and social/emotional development. This learning takes place during activities that are geared to your child's development and they encourage your child to learn through doing. We attempt to give your child a solid foundation in these skills so he will be better able to handle the learning experiences in Kindergarten and First grade.

KINDERGARTEN PROGRAM:

Kindergarteners are children 5 years + to school age. Mountain-Plains and North Star School will arrange for and provide the care of all Kindergarten age children in the Mountain-Plains Kindergarten from 8:45 a.m. through 4:15 a.m. In our Kindergarten program your child will be involved in speaking, writing, playing, movement, dramatic, music and art activities. These activities are the means we use to attain the three general goals of our Kindergarten.

1. To cultivate desirable habits and attitudes in reasoning, in independence, in responsibility, and in social participation.

2. To expand and enrich the experiences of the children.

3. To help the child acquire self-confidence in his own power and abilities.

There are two basic rules for your child's health and safety that apply to all areas of our Child Development Program:

1. Medicine will be given to your child only when a signed note is received from the parent. This note should state the name of the medicine and how often it is to be given.

2. Your child will be sent home with his parents only unless a phone call is made to us authorizing a neighbor or relative to pick up your child.

The following is a sample medicine authorization form:

DATE _____

Mathew needs to take two (2) aspirin every four (4) hours. Please give him the first two (2) aspirin at 9:30 a.m.

_____
(Parents signature)

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EARLY CHILDHOOD EDUCATION APPLICATION

Date _____

Name of Child _____ GAFB Address ____

Birthplace _____ Birthdate _____ Sex _____

Father, Mother or Guardian's Name _____

How does your child get along with other members of the family? _____

_____

Have there been any major changes in the family such as divorce or death? When? _____

_____

Have there been any difficulties or crises in your family - such as accidents, problems with the law, medical problems - that may have had some effect on your child? When? Who was involved? _____

_____

What is your child's favorite toy? _____

Book or Story? _____

Pet? _____

Person? _____

Does your child have any habits such as, thumbsucking, nailbiting? Please describe. _____

_____

Does your child have any fears, such as of dogs, or loud noise? Please describe. _____

_____

Is your child friendly toward adults? _____

_____

Has your child had the experience of being cared for by adults or babysitters other than members of your family in your home?

_____

_____

Has your child had any Nursery School or Kindergarten experience?

COMMENTS: _____

_____

How do you usually praise and reward your child? _____

_____

How do you usually discipline or punish your child? _____ 7 _____

_____

Does your child speak any other language besides English? _____

_____

Is he talkative? Quiet? Average? _____

_____

Does your child have any language problems, learning disabilities or physical handicaps? _____

_____

Is your child toilet-trained for urine? _____ Bowels? _____

How often do accidents occur? _____

_____

Do you have any particular concerns about your child's toilet habits? _____

_____

Does your child sleep well? _____ Does he usually nap? _____

How long? _____ When? _____

Do you have any particular concerns about your child's sleeping habits? _____

_____

How often does your child have between-meal snacks?

_____

What type of snack do you usually provide? (cereal, juice, hard candy)

_____

Do you have any particular concerns about your child's eating habits?

_____

Does your child have allergies or rashes?

_____

_____

_____I give permission for a staff member to call the local nurse (doctor) in case of an emergency and to administer standard Red Cross First Aid until the nurse (doctor) arrives.

_____I give permission for authorized staff to take my child to a licensed physician in case of an emergency.

_____

(parent signature)

_____

(parent signature)

8

(Date) _____

Mountain-Plains Education & Economic Development Program, Inc.

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APPLICATION FOR CHILD CARE HOME

Your Name _____

Head of Household's Name _____

Street Address _____

Mailing Address _____

Telephone Number _____

I have completed (check one)

☐ Standard Schedule

☐ Family Core Curriculum

☐ Neither

I have completed counseling

☐ Yes ☐ No

I have entered and completed an occupational area

☐ Yes ☐ No

If yes, what area?

Times when I will not be able to babysit

Signature _____

Date _____

LARGE MUSCLE SKILLS

☐ I have good large muscle coordination.

I can ☐ run
☐ climb
☐ jump
☐ hop
☐ _____

☐ _____

SMALL MUSCLE SKILLS

☐ I have good small muscle coordination.

☐ I cut with scissors.
☐ I can cut on a line.
☐ I button and unbutton.
☐ I zip and unzip.
☐ I string beads.
☐ _____

☐ _____

PERCEPTUAL MOTOR SKILLS

☐ I can match forms.

☐ I can draw forms.

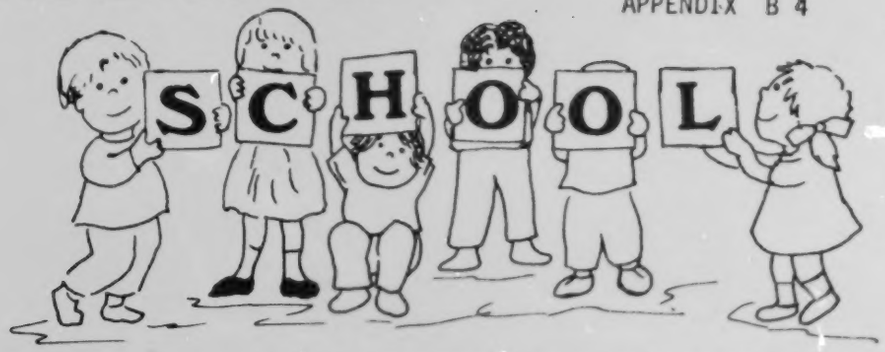
☐ _____

SPECIAL PROBLEMS

☐ I am overly aggressive.
☐ I demand more than my share of attention.
☐ I am shy and sensitive.
☐ I become frustrated easily.

Comments: _____

MY PROGRESS IN



MOUNTAIN-PLAINS EARLY CHILDHOOD EDUCATION

Parents,

Our school provides a stimulating environment in which your child can grow and develop toward his full potential. He will learn how to play with children of his own age.

Inside is a list of goals you and the teacher will be helping your child achieve.

Child's Name _____ Age _____

Height _____ Weight _____ Date _____

Teacher _____ School Number _____

REPORTING PROCEDURE

A "✓" is used for "EFFORT" in that area.
If there is no "✓" more effort is needed.
NA - means not appropriate or not taught.

SPECIAL MENTION

☐ I am very helpful.
☐ I use self-control.
☐ I mind teacher.
☐ I am happy most of the time.
☐ I have a good imagination.
☐ _____

HEALTH HABITS

- ☐ I go to the toilet when I need to.
- ☐ I wash.
- ☐ I take care of my clothes.
- ☐ I have good eating habits.
- ☐ I rest well.
- ☐ _____

SOCIAL-EMOTIONAL SKILLS

- ☐ I'm often involved in constructive play.
- ☐ I have an adequate attention span.
- ☐ I accept limits and routines.
- ☐ I play well with others.
- ☐ I have respect for rights of self and others.
- ☐ I share things.
- ☐ I take turns willingly.
- ☐ I have a positive self-concept.
- ☐ I can solve some problems.
- ☐ I participate in group activities.
- ☐ I am curious about new things and activities.
- ☐ I put toys away.
- ☐ _____

MUSIC SKILLS

- ☐ I like to sing.
- ☐ I like to play instruments.
- ☐ I enjoy listening to music.
- ☐ I like to dance.
- ☐ _____

LISTENING SKILLS

- ☐ I listen.
- ☐ I listen without interrupting.
- ☐ I listen to stories.
- ☐ _____

LANGUAGE SKILLS

- ☐ I speak clearly.
- ☐ I speak in complete sentences.
- ☐ I have a good and growing vocabulary.
- ☐ I participate in group conversation.
- ☐ _____

ART SKILLS

- ☐ I like to be creative.
- ☐ I like to paint.
- ☐ I use crayons.
- ☐ _____

INTELLECTUAL DEVELOPMENT

- ☐ I recognize my name.
- ☐ I can write my name.
- ☐ I know colors.
- ☐ I recognize shapes.
- ☐ I recognize letters.

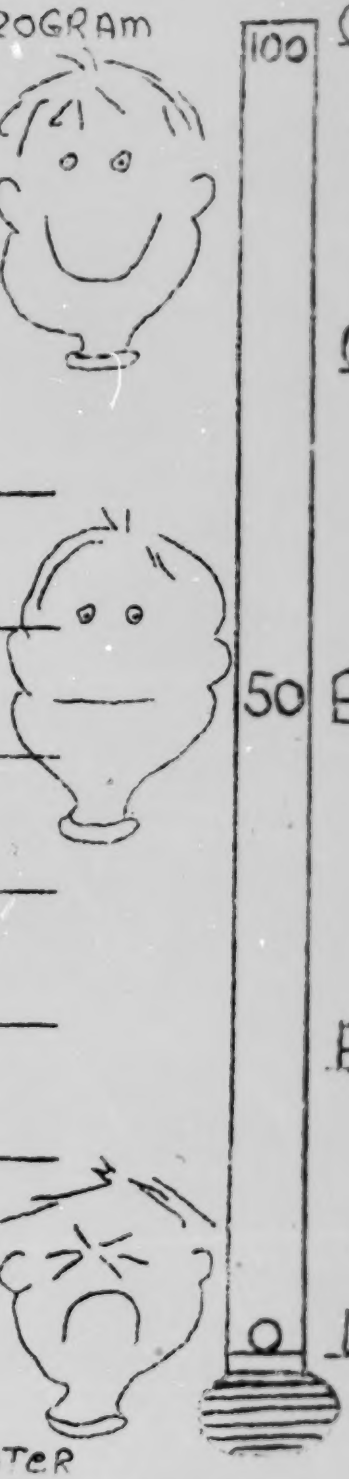
- ☐ I am interested in books.
- ☐ I repeat rhymes.
- ☐ I know days of week.

- ☐ I know numbers.
- ☐ I can write numbers.

Comments: _____

PLEASE RATE YOUR GENERAL OPINION OF

THE NURSERY OR KINDERGARTEN PROGRAM



OTHER
COMMENTS

MARK THE THERMOMETER

12

PARENT ATTITUDE SURVEY

EARLY CHILDHOOD EDUCATION

IT IS IMPORTANT THAT THE STAFF OF EARLY CHILDHOOD EDUCATION KNOW HOW YOU FEEL ABOUT THE CARE YOUR CHILDREN RECEIVE WHILE PARTICIPATING IN THE MOUNTAIN-PLAINS PROGRAM. PLEASE HELP US BY COMPLETING THE FOLLOWING INFORMATION FORM. YOU ARE NOT ASKED TO IDENTIFY YOURSELF IN ORDER THAT YOU MAY EXPRESS EXACTLY WHAT YOU FEEL.

MY CHILD IS PRESENTLY ENROLLED IN:

____ NURSERY SCHOOL ____ KINDERGARTEN

I FEEL THAT THE ACTIVITIES THAT MY CHILD EXPERIENCES IN THE NURSERY AND/OR KINDERGARTEN ARE:

____ EXCELLENT ____ GOOD ____ FAIR ____ POOR ____ NO OPINION

I FEEL THAT I CAN TALK TO EITHER THE TEACHER(S) OR SUPERVISOR ABOUT MY CHILD:

____ YES ____ NO ____ ONLY ABOUT SOME THINGS

IF I COULD SUGGEST AN AREA(S) FOR IMPROVEMENT IN THE NURSERY OR KINDERGARTEN IT WOULD BE TO:

_____

_____

_____

THE THING THAT I LIKE BEST ABOUT THE CARE MY CHILD(REN) RECEIVES IS:

_____

_____

_____

I FEEL THAT, AS A PARENT, I WOULD LIKE MORE INFORMATION ABOUT:

_____

_____

_____

THANK YOU

Mountain-Plains Education & Economic Development Program, Inc.

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_____ was examined by me on
(Child's name)

_____. Based on this examination, this child (check one)
(date)

_____ (a) should stay home with a parent or other adult

_____ (b) can return to his infant care home or class.

If the child is to stay home, he should remain home for

_____.
(approximate number of days or another criteria)

_____
(Physician's signature)

Note to the physician:
If this child has a communicable illness that our staff should be aware of, please notify our Health Education Instructors at 524-6545 or 524-6997.

EARLY CHILDHOOD EDUCATION

LICENSED INFANT CARE HOME (LICH) OPERATORS

APPLICATION PROCEDURES:

1. Applicants will schedule an interview with either the Senior Instructor of Early Childhood Education or the Infant Home Instructor.
2. Applicants will complete an application form for the "State of Montana - Department of Public Welfare - Application for a License for Child Care".
3. Applicants will obtain and submit a "Physician's Report - Child Care Personnel" to Early Childhood Education office. (Fee is to be paid by applicant.)
4. Both of the above-named forms will be submitted to Pat Miller of the Glasgow Office of Social Service, by the Early Childhood Education office.
5. A home visit will be conducted by a representative of the Glasgow Office of Social Services to assist in screening of the applicants.
6. Either a standard or provisional license for child care will be issued to applicants dependant upon qualifications.
7. Licenses may be revoked at any time if deemed to be in the best interest of children under care.
8. Applicants will be required to attend meetings (or otherwise demonstrate competency) with respect to the subjects of: (A) Discipline, (B) First Aid, (C) Safety, (D) Health, (E) Nutrition.

DUTIES, RESPONSIBILITIES, AND RESTRICTIONS:

1. Time of care will be from approximately 8:45 a.m. to 4:30 p.m. each weekday unless designated an official holiday.
2. LICH operators will work cooperatively with the Infant Instructor to complete any testing of infants, anecdotal records or other information sheets.
3. LICH operators will complete a voucher for each child in their care and submit them to the office of Early Childhood Education by the last working day of each month for the previous month. Payment will be made between the 1st and 15th.
4. LICH operators will provide the following for infants in their care: (A) Hot lunches and snacks when appropriate, (B) Keep children clean and dry, (C) An atmosphere for growth and development, (D) Medication only on approval by a physician and parental instruction, (E) Outdoor play when appropriate.
5. Children are to be released only to their parent(s) or other authorized personnel unless parental permission is granted.
6. Cases of illness that have not been seen by a physician are not to be admitted to the home and should be referred to either the Senior Instructor of Early Childhood Education or to the base infirmary.
7. Cases of illness during the day should be referred to the Office of Early Childhood Education.
8. No more than 6 (six) children are permitted in any LICH at any time. A LICH operator with 4 children may have only 2 other children assigned, even if some of the children are only home part of the day. In no instance will more than two children under the age of 2 be assigned to any one home. LICH operators with 1 child under two years of age will only be assigned one other infant under the age of two.
9. No Mountain-Plains student will be eligible for LICH.

ANY PROBLEMS NOT COVERED IN THE OUTLINE ABOVE SHOULD BE REFERRED TO THE EARLY CHILDHOOD EDUCATION OFFICE – TELEPHONE: 524-6496

SS 15
Rev. 5/71

STATE OF MONTANA
DEPARTMENT OF PUBLIC WELFARE
APPLICATION FOR A LICENSE FOR CHILD CARE

APPLICANT IDENTIFICATION

NAME _____

TITLE (If Applicable) _____

ADDRESS OF HOME OR AGENCY _____

TELEPHONE NUMBER _____

MAILING ADDRESS _____

IF IN RURAL AREA GIVE DIRECTIONS FOR REACHING HOME _____

_____

_____

FACILITY OR AGENCY TO BE LICENSED (Check One)

___ Foster Home
___ Group Home
___ Child Caring Institution
___ Receiving Home
___ Child Adoption Agency
___ Day Care Home
___ Day Care Center
___ Day Nursery
___ Nursery School with day care
___ Center for Mentally Retarded

NAME OF FACILITY OR AGENCY (If Applicable) _____

CHILDREN FACILITY WILL SERVE (Adoption Agencies need not complete)

Number ___

Age ___

Sex ___

DATE _____ _____
(Signature of Applicant)

Licensing of Child-Caring and Child-Placing Facilities is mandatory in accordance with Chapter 247, Session Laws of 1965 and Chapter 178, Session Laws of 1947 of the State of Montana.

SS-33
(Rev. 7/74)

APPENDIX C 3

STATE OF MONTANA
SOCIAL AND REHABILITATION SERVICES

PHYSICIAN'S REPORT - CHILD CARE PERSONNEL

(Fee to be paid by Applicant)

NAME: Mr. / Mrs. / Miss _____

ADDRESS: _____
(Number and Street) (City) (State)

DATE: _____

The above-named has applied for a Foster Home License _____
Day Care License _____
Homemaker Position _____

Duties involve care of children in either home or group settings. We need to know the applicant is physically and emotionally able to provide adequate care for children as well as being free of infectious or communicable disease. We do not ask that a complete physical examination be administered. A general examination to include a tuberculin skin test and blood test is the required minimum.

Skin Test: positive ___ negative ___

Did the blood test or your examination reveal any other presence of infectious disease? Yes ___ No ___
If yes, diagnosis: _____

How soon can the applicant care for children? _____

Comments: _____

(Signed) _____, M.D. _____
Date

or

_____
Authorized Representative
_____ Co. Health Dept.

I authorize the physician to send this report to the _____ office, Department of Social and Rehabilitation Services, at _____
(address)

(Signed) _____
Applicant

Mountain-Plains Education & Economic Development Program, Inc.

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STUDENT CHILD CARE AGREEMENT

I understand that children of Mountain Plains students will be assigned to my care. This care will be for the 2 hour time period while their mother is in counseling. I will be paid $1.00 for each child during this 2 hour time period.

I will accept only those children assigned to me by the infant care instructor.

If I cannot care for the children assigned to me, I will notify the infant care instructor at least 1 hour before the children come to my home. I also understand that the infant care instructor would prefer 24 hour notice if I cannot babysit.

I will keep my home in a safe and clean condition.

The first time I do not meet with all the conditions of this agreement, children will not be assigned to my care until I once again meet all the conditions of this agreement. The second time I do not meet all of the conditions of this agreement, I will be permanently removed from the list of babysitters that are paid by Mountain Plains.

If I do not agree with the decision of the infant care instructor to remove me from the Mountain Plains paid babysitter list, I may appeal this decision to the immediate supervisor _____ within 10 days.

_____
Applicant

_____
Date

Mountain-Plains Education & Economic Development Program, Inc.

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EARLY CHILDHOOD EDUCATION PROGRAM

Licensed Infant Care Home Operator Evaluation

_____ *(Operator's Name)*

_____ *(Date)*

_____ *(Evaluator's Signature)*

General Scale: X– No opportunity to observe
1 – Unsatisfactory
2 – Needs improvement
3 – Satisfactory
4 – Above Average
5 – Outstanding

***Evaluate each topic by inserting proper number in blank according to the above General Scale.*

I. COMMITMENT TO TOTAL PROGRAM

____Shows interest and enthusiasm in the work.
____Is willing to put in essential time and effort.
____Attends in-service training regularly.
____Willingly accepts and carries out assignments.
____Performs tasks efficiently.

II. RESPONSIVE TO CHILD'S NEEDS

____Interacts positively with the child.
____Is aware of facts of child development.
____Shows concern for health and safety of child.
____Accepts individual differences in children.
____Shows resoursefullness in helping provide enriched experiences for the child.
____Is encouraging to the child in language development.
____Provides opportunities for the child to develop motor skills.
____Provides opportunities for the child to develop sensory skills.

III. INSTRUCTION

____Is competent in reinforcement of desirable motor and sensory skills.
____Completes work in scheduled time.
____Demonstrates resoursefullness in performing assigned tasks.

IV. STAFF RELATIONSHIPS

____Accepts guidance and suggestions from resource personnel.
____Demonstrates loyalty to the staff and program.
____Has a friendly working relationship with other Licensed Infant Care Home Operators.
____Is cooperative with the Infant care team members.

V. PERSONAL CHARACTERISTICS

____Is well groomed and appropriately dressed.
____Has good physical health.
____Uses acceptable English in a clear and pleasant voice.
____Speaks in complete sentences and encourages language development in children. (Directed Language)
____Is a warm, pleasant person but does not "smother" children.

COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____

Mountain-Plains Education & Economic Development Program, Inc.

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DAY CARE SERVICES VOUCHER

INFANT CARE/EARLY CHILDHOOD EDUCATION

Please complete this form in quadruplicate (4 copies). Submit 3 copies to the Early Childhood Education Office, MCP 43 the last working day of each month. Please retain one copy for your records.

Operator's Name _____

Mailing Address _____

_____

Provided care for _____ child of _____
Child's Name Parent's Name

Month _____

Cross out days assigned

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Total days _____ x $3.50 Total amount earned _____

_____
Signature of Operator

Approved by _____
Infant Care/Early Childhood Education

Do not write below this line _____

Early Childhood Education

Days in actual attendance _____

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STUDENT CHILD CARE VOUCHER

_____ _____

Student's Name Family Number

From: _____ To: _____

Period Covered

This voucher is to be turned in to the Child Development office, MCP # 43, by _____ _____. Pay day will be _____

CHILDREN CARED FOR:

Date	Child's Name	Family Number	Purpose*	Time Arrived	Time Left	Rate**

*Purpose - Code
1 - Counseling
2 - Special
**To be filled in by Child Development Staff

Approved by: _____
Child Development Staff

Date: _____

Received by: _____ Date: _____

Check _____

EARLY CHILDHOOD EDUCATION PROGRAM
ACTIVITY CALENDAR

NAME OF CHILD

Report for week of:	COMMENTS	Instructor
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

EARLY CHILDHOOD DEPARTMENT
Glasgow A.F.B., Montana 59231

KEY:
T - Transfer
E - Entered
AM - Morning Only
PM - Afternoon Only
X - All Day

UNIT: _____ INSTRUCTOR: _____

ATTENDANCE: MONTH OF: _____ FROM: _____ TO: _____

STUDENT'S NAME	MON.	TUES.	WED.	THUR.	FRI.	COMMENTS

24

APPENDIX D 3

EARLY CHILDHOOD DEVELOPMENT

ATTENDANCE REPORT WEEK OF:

LOCATION	INST	AIDE	MON	TUES	WED	THURS	FRI	TOTAL OF ENROLLED FOR WE
KINDERGARTEN								
NURSERY MCP # 3o								
NURSERY MCP # 3[illegible]								
NURSERY MCP # 39[illegible]								
NURSERY MCP # 40								
NURSERY MCP # 41								
NURSERY MCP # 42								

23

TOTAL DAYS ATTENDED: _____

TOTAL DAYS [illegible]: _____

% OF ATTENDANCE _____

INFANTS IN INFANT CARE: _____

APPENDIX D 2

Please make any comments you have, either corrections, additions or substractions.

PROCEDURES MANUEL

Counseling Referral: Instructors will identify problems.
1. Notify child psychologist of problems.
2. Child psychologist will help direct in-service training of Instructors.

Child Abuse:
A. Instructors will report any instance that they perceive as being child abuse or neglect to their immediate supervisor.
B. The supervisor will then:
1. Talk with the involved parents of the child.
2. Continued abuse or neglect will be reported to the Social Services Office for further action.

Absence from work:
A. All staff members will report their absence for sick time, no later then 8:00 a.m. on the day it occures to their immediate supervisor.
B. The supervisor will call sick names into the Associate Director for recording purposes.
C. The aides will take classes when possible.
D. The supervisor will call a qualified substitute from the approved list of names.
E. When none of the above alternatives are practical, class loads will be adjusted to the best of the supervisors ability.

Serving of prepared meals:
A. Breakfasts will be prepared and served in Early Childhood houses to meet the minmum requirements of U.S.D.A. set quidelines.
1. Instructors and aides will prepare and serve all breakfasts on a daily basis for students in attendance within their area.
2. All cleaning up of the area will be done cooperatively between students and staff members in each area.
B. Lunch will be prepared in the Food Service area and delivered to the houses. All lunches must meet with the U.S.D.A. set quidelines.

Yearly physical:
A. All staff members involved with the Early Childhood program are required to take a yearly physical.
1. The staff member files his/her doctors report with their immediate supervisor, personnel and Social Services within one month of the date required. (see attachment #1).

Use of Early Childhood Vehicle:
A. The supervisor of Early Childhood will be responsible for setting of priorities in the area of the ECE vehicles.
1. All staff members with a valid Montana drivers license may be requested to drive the vehicle, by the supervisor.
2. Report for use of the vehicle for field trips should be submitted as far in as advance as possible, to the supervisor.
B. A vehicle log will be maintained by the driver of the ECE vehicle. (see attachment #2)

Testing of Early Childhood students:

A. Instructional aides will administer entrance tests within the first two weeks of a childs attendance in the program.
   1. Peabody picture vocabulary test and the Purdue Perceptial Motor Survey tests are to be administered. Results will be filled with the supervisor in Early Childhood.
   2. Post tests will also be administered and filed in the permanent records of the students upon exit of the program.

Records required to be maintained in Early Childhood:

A. Anecdotal records will be maintained on a daily basis to include development in the following areas.
   1. Physical
   2. Intellectual
   3. Social
   4. Psychological (see attachement #3)
B. Instructors will fill out a Child Behavior Rating Scale on each child within the first two weeks of attendance and upon exit from the program. These will be placed in the child's permanment files. (see attachement #4)

Parents Permission Slips:

A. Permission slips must be signed by parents for child to accompany class members on any M-P excursion.
B. Permission slips are required for special discipline measures that are required for certain behavioral problems.

Transporting of Children to and from EC programs will be provided by M-P.

A. A bus will be provided and will follow the given route and time schedule.(See attach#5)
B. Parents are responsible to accompany their children to each day care center and must personally bring the child into the center.
C. Parents must pick up their children in the centers and assist them in getting on the bus.
   1. Adults other than parents responsible for picking up the children must have a written permission slip from the parents before the children will be released.
D. Parents who do not pick up their children by 4:30 must pay for the sitter that will be required to handle the children after this hour.

Sick Children:

A. Instructors will bring ill children to the supervisors office where the child will remain until parents can be contacted. It will be the supervisors job to determine if the child will see the doctor, be taken to the babysitter or be taken home with the parents.
B. Emergency situations that arise, staff will immediately notify the supervisor or will see that the proper medical attention is gotten for the child. This permission is given to the Instructor upon arrival of all new families.
C. After an illness that could be classified as contagious, a permission slip must accompany the child on his/her return into the program.

Use of telephone in Early Childhood:

A. All calss beyond prefix 524 or 598 must be loged an form IL-1. (See attachment #6) all columns must be properly filled in.
B. Phone calls in excess of 3 minutes should be accompanied by a letter when possible.
C. All calls of a personnel nature must be handled collect or charged to the callers home phone number

Orientation Procedure:

A. The supervisor of ECE will be responsible for assigning staff members to perform necessary orientation tasks.

Supply Purchasing:

A. Items not in stores or available within the program, required on short notice and whose value is not in excess of $20 can be picked up by the delivery man. A request should be submitted by the supervisor for such items.

Student Attendance:

A. Parent responsibilities.
   1. Notify instructor of a childs absence, illness, incentive leave, etc.
B. Absences for three days or longer will be reported to Data & Scheduling for information concerning families and feedback on child absenteism from school.

Infant Care Procedures: New incoming families, upon arrival to M-P program, with children falling between the ages of 6 weeks and 2 years of age are placed in a L.I.C.H. for 5 weeks or until family completes the family core curriculum. Solo parents have babysitting priviledges from day of orientation until he/she completes career. Responsibilities of parents:

1. Sufficient supply of diapers.
2. Milk, baby food and formula is needed.
3. Extra clothes.
4. Child should be clean upon delivery every morning.
5. If parents stays home the child will also be kept at home. Unless parents make arrangements with the sitter.
6. If parent doesn't attend class and child is taken to sitter, parent will have to pay sitter.
7. Children are to be picked up before 4:15 p.m. unless parent has made arrangements with the sitter. If arrangements were not made parents will be responsible to pay for the extra time.
8. Sitter has the right to refuse a child in case of illness.
9. Solo parents have the option to attend classes from 8:00 a.m. and M-P will pay for extra hours. This option applies only for solo parents.
10. In case of illness to children while at sitter's residence the sitter will contact ECE office in turn. We will contact child's parents.
11. On first day of orientation applications for permission are given to parents for consent for an ECE staff member to be taken to the clinic in case of illness/accident.
12. A nap once a day is a requirement for all children.
13. Babysitter provides all food (table) unless child has special diet.
14. Children are required to play outside during warm weather and are supervised at all times.
15. Children should be properly clothed during cold weather.
16. Regular hours for babysitting, other than solo parents, are from 8:45 a.m. to 4:15 p.m.
17. During incentive leave for parents from school, parents are to notify ECE office personnel or babysitters.
18. During first five (5) weeks of Orientation, parents have no regular hours for classes. Parents should be responsible to let babysitter know what time child should be expected.
19. Written permission is required before child can return to sitter.
20. Sitter must have written permission to give child any medication.

Do you think this permission slip will suit our needs, if not submit a form that will.

Dear Parent:

We are conducting an excursion for the children. We will be visiting

_____

If you will assume full responsibility and give permission for your child to go, please sign below.

_____
Child's Name

_____
Date

_____
Driver's Name

_____
Parent or Guardian Signature

Mountain-Plains Education & Economic Development Program, Inc.

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AFFECTIVE EVALUATION REPORT PROGRAM DESCRIPTION AND RATIONALE: EARLY CHILDHOOD EDUCATION REPORT NO. 2

Principal Author

Ernest S. Weber, Supervisor
Early Childhood Education

This product is a joint effort of the Education and Research Services Divisions, and was prepared with the assistance of Rowan W. Conrad, Affective Evaluation Specialist.

Richard H. Mutterer
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Education Services

David A. Coyle
Director
Research Services

November, 1974

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HISTORICAL BACKGROUND

Mountain-Plains has been concerned with Early Childhood Education essentially since the projects inception. Two key elements in the Mountain-Plains design are the whole family unit, and the simple necessity of providing custodial care for children of adults enrolled in Career Education classes. As the program has developed, various assigned emphases, practical considerations, and theoretical prositions have influenced the type and extent of services provided. These elements stabilized into the current Early Childhood Education Program (ECE)* in the summer of 1974. A brief synopsis of these various elements follows.

PHASE ONE: CURRICULAR (Fall, 1972 - Spring, 1973)

A major research emphasis was placed on Early Childhood Education in terms of producing curriculum products for use in ECE. Three operational areas were identified: 1) Infant care (6 weeks to walking), 2) Nursery (walking to toilet training), and 3) Head Start (toilet trained through six years).

PHASE TWO: CUSTODIAL (Summer, 1973 - Spring, 1974)

Emphasis changed to providing custodial care as per the wishes of the agency administering funding, with research and development emphasis focused more heavily on adult family members in general, and the head-of-household in particular. Initially, custodial care was provided in Mountain-Plains facilities, but later transferred to outside persons and agencies on subcontract.

PHASE THREE: DEVELOPMENTAL (Summer, 1974 to Date)

Beginning in the late spring of 1974, a new developmental focus on children began as a logical extension of the whole family emphasis at Mountain-Plains. Curriculum per se was not a desired outcome, but facilitating and stimulating the growth and development of children as an intentional goal (as opposed to, as a possible by-product of good quality custodial services) was the key element. This integrated developmental focus characterizes the current (and final) operational program in ECE.

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*To fully understand ECE requires an understanding of the overall Mountain-Plains Program and other components which bear on the effects of ECE. Although beyond the scope of this paper, program descriptions of various lengths and complexity are available from the Mountain-Plains Information Services office.

During phase one, a major custodial problem was the disinterest of many parents in assisting with "day care" operations. All families were required to put in "co-op time" in ECE. The objectives of this co-op time were twofold: First, by interaction with staff professionals, parents were expected to learn proper child care practices--curriculum was developed to facilitate this process. Second, students involved in the co-op time provided a significant labor force for attending to the needs of the children. As is often the case when persons are forced into an activity, many students resented "co-op time" and vented their frustrations by neglecting their duties (i.e., the children assigned to their care). Quarrels between students and confrontations between students and staff around this issue were common. Co-op time and "live" parent training involving children belonging to other families was discontinued in Phase Two.

Phase Two, while adequately meeting the custodial needs of children, did not offer either the level of developmental stimulation or opportunities for assessment felt appropriate for whole family developmental focus central to the Mountain-Plains concept of career education. Concurrently, the costs of subcontracting child care increased, and an analysis by the Accounting Department indicated that providing direct ECE services would be more cost beneficial and would better meet the needs of Mountain-Plains students.

Phase Three, the current operational program, is described more fully under the section on "Program Description".

The main issues addressed during the development of the program have been cost/benefit, custody/development, direct involvement of parents, amount of child care coverage to be supplied by Mountain-Plains, and distribution of child care capacity among students. Current resolution of these practical issues can be summarized as enumerated below.

1. The cost of providing direct services for older children (about 2½ and older) is similar to, and if anything less than, subcontracting this service--at least in the current setting.

2. More developmental stimulation can be provided by directly providing ECE programs for older children (2½ to 6), and that the increased costs of focusing on development rather than just custody are small - particularly as compared with expected benefits.

3. Parents should not be forced to work in day care type operations against their will--even though philosophically, live participation seems to be a good educational idea, it just does not work in this instance. A separate short intensive curricular based program on parenting is now offered in the program allowing ECE to focus on the development of the child. Counseling the parent, and cooperative efforts with other program components are undertaken for special problem cases.

4. Mountain-Plains should provide full child care coverage for all Mountain-Plains students. For spouses who elect a career preparation area, Mountain-Plains provides services for children over 2½, with the family remaining responsible for the child care arrangements and expenses for children under 2½. For spouses who elect not to do formal program beyond the minimum requirements, children over 2½ may attend Mountain-Plains if the family wishes, or may stay in the home with the spouse if the family wishes. As with all Mountain-Plains efforts, the goal is to provide maximum realistic support with maximum student family self direction in decision making.

PHILOSOPHY OF THE EARLY CHILDHOOD EDUCATION PROGRAM

To understand the objectives of Early Childhood Education at Mountain-Plains, it is useful to present a brief overview of the theoretical as well as the previously presented practical considerations that underlie the current program.

Best evidence indicates that the period of life between the ages of birth and six years is extremely formative in establishing mental, emotional, social and physical development patterns useful in reaching adulthood and successfully negotiating its' attendant responsibility*. It is the Mountain-Plains view that an eclectic approach best provides the atmosphere conductive to assisting children in more fully actualizing their potential. Such an approach is felt to be an essential ingredient for success in any Early Childhood Education program. Thus, no single educational methodology is seen as a panacea for providing the method or climate which will maximally enhance the growth of the child. Conversely, much can be gained by combining the predominant theoretical and pedagogical views towards the education of children.

Of special importance in the Mountain-Plains approach is the view that the child, parent(s) and teacher(s) must all be involved in the process of stimulating and fostering the growth of a child in the aforementioned areas. The result of this cooperative involvement is co-determined goals which in turn, become the specific objectives pursued with any particular child. The success or failure associated with obtaining any particular goal thus becomes a function of this joint effort towards personalizing and individualizing learning objectives and utilizing prescriptive teaching methods.

As viewed by ECE, first and foremost among our objectives are those items categorized as affective domains. Attention needs to be focused on a heirarchy of needs (a concept first formalized by Maslow) and a resolution of the primary needs must preceed success in other areas. Indeed, the meeting of the physiological and safety needs are the first and sometimes overriding concern when

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* For the most extensive one-source treatment, see Ausubel, O.P. and E.V. Sullivan, Theory and Problems of Child Development, Grune and Stratton, 1970.

dealing with Mountain-Plains children and families. Only if one is able to meet these needs or at least temporarily reduce their all-consuming threats, can one focus developmentally on developing foundations for maximally adaptive adult functioning.

SPECIFIC OBJECTIVES OF THE EARLY CHILDHOOD EDUCATION PROGRAM

As stated and implied in the discussion of Mountain-Plains philosophy, the primary aim is not directed toward cognitive areas although certain cognitive gains are expected. Primary objectives (in a strict semantic sense-goals) focus on the total child; (i.e. a broad focus which includes cognitive, social, self and perceptual-motor development). A discussion of the principal developmental goals/objectives hopefully will assist the reader in understanding the direction of the Mountain-Plains Program.

The cognitive development is seen as an area of interest simply to determine if the rate of cognitive development is affected by the process of child, parent and teacher participating in a combined effort at maximizing the educational milieu within which the child functions. Cognitive development is the ability to correlate symbols and objects and to manipulate both. This cognitive development is routinely accessed by use of the Peabody Picture Vocabulary test with all ECE children*. It is our hope that the participation in a pre-school situation will provide some impetus for the perpetuation of ability as well as fostering attitudes leading to an increased interest in learning per se. The methodology involved will be covered in more detail in the description of current program structure.

A second area of concern is perceptual-motor development. Perceptual motor-development is the ability to control and integrate physiological assets such as the large and small muscles and their interactive relationship with visual and auditory receptors. An important consideration is the accurate determination of appropriate activities which lead to maximizing the growth and exploratory possibilities attendant with developmental potential. The area of Perceptual and Motor development is accessed by use of a modified version of the Purdue Perceptual-Motor Survey.

A third area of interest, and one which is somewhat more difficult to access, is the social development of the child. Developmentally, depending on the age of the child, skills and traits such as good manners, the ability to engage in con-

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*For a description of the ECE program evaluation, see An Affective Evaluation Report; Early Childhood Education Report #1 (IR-5-11-003); Internal Accountability Design for Early Childhood Education; Weber & Conrad, November 1, 1974.

versation, appropriate channeling of aggression, and developing real friendships of the child are addressed. This is normally accessed by the use of the Child Behavior Rating Scale.

A fourth and final research objective is determining the self-development of the child. In brief, the development of a positive self-concept and self-acceptance is seen as an essential ingredient in the development of the child as a total person. It is Mountain-Plains' intent to foster, to the maximum possible extent, a feeling within the child that he/she is an important, capable person with attributes which are both accepted and acceptable. Indications of self development are accessed by using the Self scale of the Child Behavior Rating Scale. Traits such as trust, autonomy, confidence, control, and happiness are seen as important characteristics of the positive self-concept.

These goals were chosen because both program experience at Mountain-Plains and current professional literature indicate that the characteristics summarized by these goals are intertwined, and overlapping indicators of a successful personality. A study of current thinking in the area of Early Childhood Education shows these goals to be extremely important. The cognitive area of learning is seen as a less important focus in the Mountain-Plains ECE program than the affective area, simply because available evidence indicates that process is more important than content at this age level.

PROGRAM DESCRIPTION

CHILDREN SERVED - Child care services are provided for a fluctuating population of between 100 to 150 children within the age group of 6 weeks to 6 years of age. These services are broken into the categories of Infant Care, Nursery, and Kindergarten. Fluctuations in enrollment are largely attributable to Mountain-Plains' basic concept of an open entry/open exit program for adult learners (i.e., although the number of families on base at a given time remains approximately 200 families, the number and age of children within the family groups are not controlled and adjustments for enrollment in the ECE program becomes a weekly process). To further elaborate, a new group of adults and children enroll each week. Some weeks new groups bring no children into the programs, at other times large family units enter. The placement and termination of children in the ECE program is a constant, on-going process. With this important feature in mind, a review of the individual components of the ECE program is presented.

INFANT CARE - Infants are described as being children between the ages of 6 weeks and 2½ years of age. For Mountain-Plains purposes, 2½ years of age is approximately the age when children have, with confidence, mastered the toileting habits. If this has not been achieved, children continue to be enrolled in infant care until this control has been achieved. Infants are assigned to Licensed Infant Care Homes (LICH) for the time period infant care is needed (i.e., this service is provided only indirectly by Mountain-Plains). This usually means 5 weeks except in the case of a single head-of-household where child care is provided throughout their stay at Mountain-Plains. Licensing of the infant care homes is a function of the State Social Service Agency and is in compliance with

the Montana State law related to Day Care. The performance of the license holders is monitored by the Infant Care Instructor, who makes weekly and requested visits to the LICH's. Attention in this area is aimed toward adult students (many of whom do not display an adequate understanding of good child care practices) and in maintaining and developing the health aspects of the child. Many children are unkempt, ill-nourished and unstimulated both mentally and physically. The responsibilities of the LICH operators include providing the healthy emotional, physical and stimulative environment needed by the developing child. The LICH operators are requested to attend monthly meetings dealing with such topics as nutrition, childhood diseases, and child growth and development. Specific concerns of the LICH operators are also discussed during these meetings. Essentially, the Infant Care Program is one in which the safety and physiological needs of the child are first dealt with before an attempt is made to assist the child in developing in the areas of social, self, physical-motor and cognitive areas.

NURSERY PROGRAM - The nursery program is designed for children between 2½ to 5 years of age. A child must be "potty trained" prior to entrance into a nursery unit. At present there are 6 nursery units with a teacher/child ratio of approximately 10/1 excluding aides and other ancillary personnel. Each nursery instructor has been carefully selected for qualities of warmth, openness, ability, and training. Nursery instructors meet on a regular basis to discuss and develop the objectives of the nursery program as well as the methods of achieving these objectives. A nursery unit is housed in a residential-type home - an important quality as it reinforces the "family" concept of each unit. Typically, the unit consists of three former bedroom areas, a living and dining area, a kitchen and two bathrooms. Attached is a porch and garage area. These units have been leased from the U.S. Air Force and were dwellings formerly occupied by Air Force families. Additionally, available and accessible to each unit is a large playground area for outside activities. Nursery "curriculum" (for lack of a better word) is very flexible. Perhaps more relevant and important to a firm grasp of the nursery program is a description of available activities. Learning centers are very much in evidence. Available to the children throughout their day are activity centers for listening, "reading", working, acting, physical movement, science, creating, art work, and similar activities. Creative "chaos" often exists. Children are allowed to work out their interpersonal relationships (short of injury) as instructors often take less active "adult-centered" roles. The maintenance of eating and sleeping behavior are perhaps the most structured aspects of the program as the instructors take their "cue" from the children and lead the child into new, exciting experiences. "Field trips" are really field trips. Children are taken out into the environment for exposure and a widening of horizons .

Certainly, the focus of research objectives lead the instruction along paths exploring the social, physical, mental and self-awareness. This is often a most unobstrusive and unobserved (to the untrained eye) involvement on the part of

teachers. The teacher is a friend, a confident, a helper, and a caring individual. The teacher has identified the child's needs, discussed ways of providing for these needs and prescribed methods deemed best to deal with the causal and influencing factors. Children are seen as important, capable, and unique individuals who should be provided an opportunity to experience and learn through involvement.

KINDERGARTEN PROGRAM - The Kindergarten Program is very similar to the nursery program in terms of both attitude development and research objectives. Currently, 25 children are being served in the operation. The children are involved in a situation in which attendance at both a public school kindergarten and our own Mountain-Plains kindergarten is available. Attendance in both programs is the usual procedure and a "switch" between programs at noon is commonplace. More attention is placed on developing the cognitive areas at the kindergarten age level although this attention is achieved by indirect methods. The individual and his particular skills and needs are identified and prescriptions developed. Learning centers and a warm caring environment with attention to the child as a unique individual is foremost in all learning activities. Anecdotal records and assessment in research areas are important facets of the kindergarten.

The Mountain-Plains kindergarten is staffed by one instructor and an aide is available when enrollment numbers so indicate. The kindergarten is housed in a former barracks unit with six large rooms available for use of instructional (learning) centers. A large amount of space is available for the creative play and experimentation of this age group. A firm belief exists that play is the work of the child. Through this play development occurs. Again an experiential approach.

SUPPORTIVE SERVICES

For special problems, ECE instructors may consult with professional counselors and/or the ECE supervisor. Likewise, use can be made of Mountain-Plains Community Development personnel and/or the professional counseling staff in working with parents.

SUMMARY

In a summary, the ECE program is one which has evolved to best fit the needs of participating students. It encompasses both a custodial and educational attitude towards the learning experience of young children, and it is committed to the achievement of a fully-functioning child as a product. The major focus of the ECE program is the process used in a child's interaction with his/her environment.

PARENT'S GUIDE FOR SICK CHILD

A. TREATMENT OF COLDS: The child with a cold has a stuffy nose with noisy breathing, a rattle in his chest, trouble feeding and may have fever.

1. Stuffy nose: A clear nose will help infants breathe and feed easier. Use salt water nose drops (1 teaspoon of salt dissolved in 1 pint of water) and a 1 oz. rubber tip ear syringe. Place 3 to 5 drops in each nostril and than gently suction the mucus with the syringe.

A vaporizer with water alone at night time will help keep the nose clear while the child sleeps. A cold air vaporizer is best.

Older children: Nose drops in the older child are really unnecessary. A safe decongestant such as Novahistine Elizir can be purchased without prescription at your drug counter. A decongestant will help the runny nose and relieve the cough associated with postnasal drip.

2. Chest colds: This is a cold which involves mucus dripping down the throat and results in a chest rattle. This is not a danger sign. Treatment is the same as for any cold.

3. Feeding the ill child: The child with a cold eats and drinks milk poorly. The will, however, drink other fluids. You should encourage your child to drink plenty of fluids to keep the nasal mucus moist and reduce fever.

4. Treatment of fever: A temperature above 100^{0} rectally is considered fever and should be treated. The following is a recommended guide for the treatment of fever:

a. Infants less than 3 months: Temperatures above 101^{0} should be brought to the attention of a physician and should not be treated with medication.

b. Children between 3 and 6 months: Tylenol or Tempra drops, .3 to .6 cc's given orally every 4 to 6 hours.

c. Children between 6 months and 1 year: ½ to 1 baby aspirin tablet given every 4 hours or .6 to 1.2 cc's of the aspirin substitute drops given every 4 to 6 hours.

d. Children over 1 year: 1 baby aspirin for each year of age up to a total of 8 tablets (1 adult aspirin equals 4 baby aspirins), given every 4 hours for fever.

Children tolerate high fevers better than adults except in a child known to have convulsions. No harm will result to your child with temperatures up to 103^{0}.

For temperatures over 103^{0}, as recommended in the above doses, aspirin substitute PLUS aspirin should be given together at the same time and need be repeated only every 6 hours for effective fever control. It has been found that the combination of both the aspirin substitute and aspirin given together is highly effective in reducing temperatures above 103^{0}. Should the temperature not respond to this within 30 minutes, tepid water sponges, cool clothing and place in a cool room, also should be initiated.

Should fever persist longer than 48 hours, consult a physician.

5. Antibiotics (penicillin, etc): There is no specific treatment for a cold. Colds are caused by virus particles and for this reason antibiotics do not work. A cold usually lasts for up to 10 to 14 days regardless of the medication given. The most important thing you can do is to treat your child symptomatically, keep him comfortable and follow the steps described before.

It is known that in the winter months, colds occur as frequently as every 6 weeks as viruses circulate throughout the community. It is, therefore, not unusual and can be expected that your child may become ill as often as every 6 weeks.

B. EAR INFECTIONS: The signs of an ear infection are sudden onset of ear pain with irritability and high fever usually occurring 2 or 3 days after the onset of a cold. Should you suspect an ear infection, consult a physician within 24 hours. You can, prior to this time, safely begin oral decongestant medicine and treat pain and fever with aspirin.

C. SORE THROATS: No doctor can definitely diagnose a strep throat by examination. A throat culture must be obtained to make that diagnosis. Should your child complain of a sore throat with fever, he should be brought to the doctor and a throat culture obtained.

Remember most sore throats are caused by viruses and therefore do not respond to antibiotic treatment. A strep throat, however, is serious and requires special therapy.

D. VOMITING AND DIARRHEA: Occasional vomiting and loose stools are seen with colds. The child with bad diarrhea and/or vomiting should be treated as follows:

1. Stop all milk and solid foods.

2. First 24 hours: Give only clear liquids such as flat coke, flat ginger ale, Gatorale, Hawaiian punch, sugar water (4 oz. of water plus 1 teasp. of sugar), or weak tea. Remember to give small amounts very frequently to prevent worsening of the vomiting.

3. Second 24 hours: Continue clear liquids. Begin safe solids such as Jello, apple sauce, bananas, scrapped apples; in older child, toast, saltines.

4. Third 24 hours: If your child has improved, slowly progress to his regular diet. Milk should be withheld for a total of 4 to 14 days depending on the severity of the original symptoms.

Remember that milk can worsen or prolong diarrhea so please do not rush to reinstitute milk less symptoms recur. Vomiting which continues for 12 - 24 hours while giving clear liquids should be brought to the doctor's attention.

REMEMBER, THE YOUNGER YOUR CHILD IS, THE SOONER HE SHOULD BE SEEN.

E. POISONINGS: The toddler child constantly searches things to eat. Should your child ingest any of the following medications, this should be considered as a serious poison. Medications include aspirin tablets, iron pills, diuretic medications, heart pills or any medication which has a poison label. Additionally soaps, detergents, alkalines, aerosols, all represent a significant

hazard. Paints, paint thinners, gasoline or hydrocarbons are all potentially lethal drugs and should be kept well out of the child's reach. Should your child ingest any of the above, or should you be uncertain as to the safety of the product ingested, call immediately the Poison Control Center, telephone number given by information of the telephone directory service. The Poison Control Center will direct therapeutic measures necessary.

ECOLOGY OF INFANT DAY CARE

By Richard Elardo

Day Care and Early Education

January, 1974

RULE 1. Make learning time a fun time--keep it light and easy. Don't push if the child isn't interested. Try another activity, or try again later. Don't feel bad if the child doesn't want to play.

RULE 2. Continue the activity only as long as the children remain interested in it. This may be one minute or 20 minutes but seldom longer.

RULE 3. Concentrate on praising the children's accomplishments. Smile, laugh, look proud if he does what you are trying to teach him to do. Don't scold him if he doesn't do it.

RULE 4. Show the children how to do each activity.

RULE 5. Talk to the children a lot. Don't forget to imitate the sounds and words that the children themselves make.

RULE 6. Say each child's name often. Say a child's name when you praise him---"You did it, John. That's good!"

AGE: 6 to 9 Months

Language/Thinking

1. Wher an infant makes a speech sound, act pleased. Smile, laugh, and imitate his sound.

2. Read out loud to the children individually or in small groups each day. Remember, how you read is important--be excited about the book.

3. Talk to the infant constantly. Tell him what you are doing. Say "See, let's roll the ball," "Up we go," "This is your nose," etc.

4. Encourage imitation. Get the infants to "do what I do" Clap your hands, sit down, point to the light.

Motor

1. Place an attractive toy just beyond infant's reach so he will creep to it.

2. Provide small blocks for infant to grasp. Show him how to stack them.

3. Show infant how to drop blocks into a ceral box.

4. Place a different object in each of child's hands. See if he can hold and manipulate two objects at a time.

Personal/Social

1. Show infant his image in a mirror at his height level.

2. Play games with infant's hands and feet (such as "This little piggy went to market" or "pat-a-cake").

3. Stand behind the infant and ring a bell. Let him find it by turning his body toward it as it is rung. He will learn that his body can be used to find objects.

AGE: 9 to 12 Months

Suggested Activities - Language/Thinking

1. While child watches, cover a toy part way with a handkerchief and say, "find the _____."

2. Collect different objects from outside (sand, leaves, sticks, rocks, pine cones). Let the child explore each object as you tell him about it.

3. With child watching, place his favorite toy in a bag, then help him get it out.

4. Put your hand over your mouth and say "wah wah." Now try to get the child to do this.

Motor

1. Give the child a length of string with a toy tied to the other end. Show him how to pull the string to get the toy.

2. Build a pyramid with blocks or cans. Knock it down and encourage the child to imitate you.

3. Fill a jar with objects and screw on the lid. Help child get it off.

4. Show child how to drop clothespins into a cup.

Personal/Social

1. Let the child eat while looking into a mirror.

2. Let child see himself in mirror with funny clothes on. Take a funny hat off your head and put it on him.

3. Help him drink from a cup.

4. Play hide and seek with the child.

AGE: 12 to 18 Months

Language/Thinking

1. Go on a walk outside. Keep saying things like "See the bird," "Feel the grass" and "Listen to the cars."

2. Play "which hand is the toy in." Let the children try to find the toy as you switch it from one hand to another.

3. Let the children listen to records while they play with drums and bells.

Motor

1. Allow freedom to walk around and to push objects such as a tricycle, large box or a chair.

2. Play ball with the child.

3. Show him how to roll over and do a somer-sault.

4. Provide things to climb on, such as stacked mattresses.

5. Show the child how to scribble on a piece of large paper with a crayon.

6. Blow bubbles and let the children try and catch them.

Personal/Social

1. Show child pictures of people. Get him to say, "baby," Mama," "dada," etc.

2. Give the child a doll. Show him how to give it a kiss, comb its hair, rock it, love it, etc.

3. Help the children learn to point at things.

4. Help the children throw away garbage from snack or lunch. Provide a convenient garbage pail. Let them help wipe the table.

AGE: 18 to 24 Months

Language/Thinking

1. Get the children to pretend to serve dinner with toy plates and to pretend to drink from a toy cup.

2. Attach balloons to the children's wrists with string.

3. Put substances with different odors in baby food jars (garlic, perfume, cloves, mint, etc.). Pass the jars around and discuss the different smells.

Motor

1. Help children make a tower with blocks. They should be able to stack 4 to 8 blocks.

2. Play record and practice marching backwards.

3. Help children to make a straight line with a crayon.

Personal/Social

1. Help children make human-shape figures out of clay. Name and compare body parts.

2. Cut a large picture of a person out of a magazine and make a three-piece puzzle out of it.

3. Help children name different objects in their room.

AGE: 24 to 30 Months

Language/Thinking

1. Poker chips and three cans can be used to teach children to sort all the red chips in one can, etc.

2. Show children pictures of common objects and ask them to name what is pictured.

3. Ash each child to show you different things. Say, "Where's the Door.... the window....the table," etc.

Motor

1. Play "Ring around the rosey" and "London Bridge is falling down."

2. Play "Walk between the strings." Use two strings placed on the floor, far apart at one end, close together at the other.

3. Show children how to draw a circle.

Personal/Social

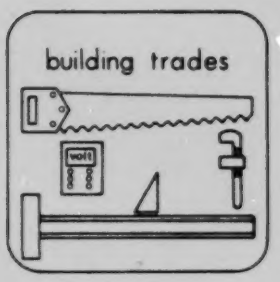
1. Make hand puppets from old socks. Let the children make them dance and talk to eachpther.

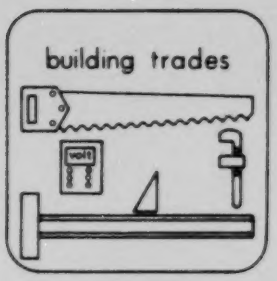
2. Let children take turns helping you set the table and serve snacks.

3. Play "Dress up" by putting old adult clothes on the children.

4. Encourage the children to pretend they are dogs or cats--get down on the floor and start barking!

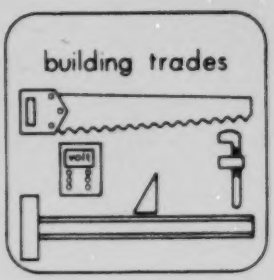
5. Make a life-size picture of each child. Let him draw in the details.

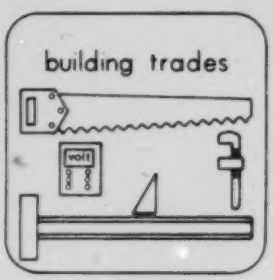


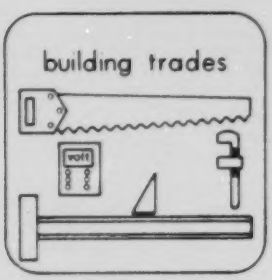


EDUCATION SERVICES DIVISION

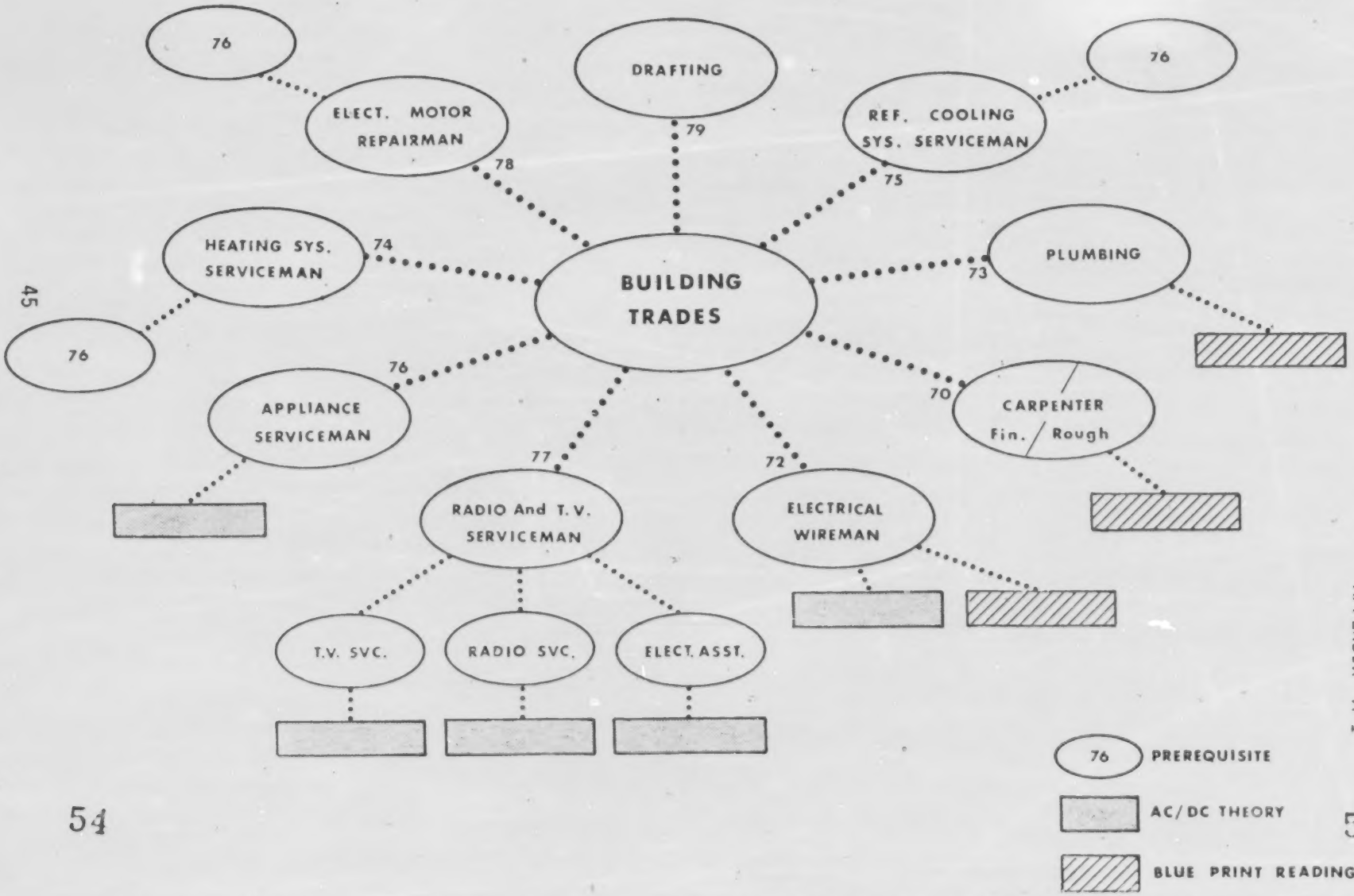
BUILDING TRADES COMPONENT







BUILDING TRADES OCCUPATIONAL TRAINING RELATIONSHIPS



APPENDIX A 1

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW AFB, MONTANA 59231 · TEL: (406) 524-6221

SCHEDULE FOR STUDENTS
in the
BUILDING TRADES and SERVICES PROGRAM

1. The student work day in all of the instructional areas in BT&S includes from 8:00 a.m. to 12:00 noon and 1:00 p.m. to 4:00 p.m. All students who are scheduled to be in any of the areas in BT&S at 8:00 a.m. or 1:00 p.m. should be in their respective areas at that time, on the hour.

   At the hours of 9:00, 10:00, and 11 a.m., and 2 and 3 p.m., students are expected to be in their scheduled areas by five (5) minutes after the hour. All students will be dismissed at five (5) minutes to the hour.

   That time between five minutes to the hour and five minutes after the hour is not to be considered as break time for students already in class. The five minutes before and after the hour is to be used only by leaving and entering students.

2. There will not be an identical policy on break time in the BT&S program; however, there will be a policy, which will be posted in each area.

3. Each area will have a clean-up policy, which will be posted in the respective areas.

4. In addition, each area will have a safety policy, which will be posted in the respective areas.

Ron Arnason
Senior Instructor
Building Trades and Services

STUDENT PROGRESS RECORD

APPENDIX A 3 1/15/75

Name _____ Number _____

Curriculum Area 70 CARPENTER

Entry Date _____

Pretest Date _____

Post Test Date _____

		Time Spent in Curric. Compon.	Date Started	Date Com-pleted	Instruc-tor's Initials		
01	Rough-In						
	Pretest Score Post Test Score						
.01	Excavation Layout - Concrete and Forms						
	Pretest Post Test Perf. Test						
.01	Place Corner Stakes for a Building Site						
.02	Set Up and Level the Transit						
.03	Determine the Elevations of Three Points						
.04	Set Up Batter Boards						
.05	Determine and Label the Depth Down From Four Points Given a Blueprint						
.06	Determine the Cubic Yards of Dirt to be Removed from Site						
.07	Determine the Cubic Yards of Concrete Required for Three Specific Jobs						
.08	Identify Types of Concrete and Their Use						
.09	List Do's and Don'ts When Placing Concrete in a Form						
.10	Use and Purpose of Additives						
.11	Curing Concrete						
.12	Lay Out Footing Lines						
.13	Sketch Method of Anchoring to Concrete						
.14	Calculate the Cubic Yards Required for a Specific Structure						
.15	Set Foundation Forms						
.16	Install Bulkheads						
.17	Set Reinforcing Steel						
.18	Calculate Yards of Foundation						
.19	Describe Method of Curing Foundations						
.21	Describe Three Types of Forming						
.22	Install Forms for a Slab						
.23	Install Forms for a Step						
.24	Install Screeds for Flat Work						
.25	Describe Advantages and Disadvantages of Tamping Concrete						
.26	Describe Marking and Edging of Flatwork						
.27	Describe the Function of Expansion Materials in Concrete Work						
.28	Identify Rebar by Number and Diameter						
.29	Given a Print Order the Required Reinforcing Steel						
.02	Floor and Wall Framing						
	Pretest Post Test Perf. Test						
.01	Identify All Parts of a Floor Section						
.02	Install Mud Sill						

STUDENT PROGRESS RECORD

Name _____ Number _____

Curriculum Area 70 CARPENTER

Entry Date 1/15/75

Pretest Date _____

Post Test Date _____

		Time Spent in Curric. Compon.	Date Started	Date Completed	Instructor's Initials		
.03	Install and Layout Box Sill and Rim Joist						
.04	Describe Two Types of Girders Listing Advantages and Disadvantages						
.05	Given Plans Identify the Location and Spacing of Girder Post						
.06	Install Floor Joist						
.07	Install Solid Bridging						
.08	Install Herringbone Bridging						
.09	Install Stairwell						
.10	Straighten and Brace Floor Framing						
.11	Install Sub Floor						
.12	Order Materials for a Floor Given a Blueprint						
.13	Identify All Members of a Wall Section						
.14	Given a Plan Determine the Size of Header Required						
.15	Determine the Height of Header Given a Plan						
.16	Determine the Length and Spacing of Studs from a Plan						
.17	Layout Location of All Plates						
.18	Install and Layout Plates						
.19	Install Studs						
.20	Using Diagonal Method Square Wall Section						
.21	Using Spirit Level Plumb Wall Section						
.22	Sheath Walls						
.23	Order the Materials Required for Wall Section on a Set of Drawings						
.24	Sketch a Rough Opening						
.03	Ceiling						
	Pretest Post Test Perf. Test						
.01	Bill of Materials						
.02	Layout for Ceiling Joist						
.03	Install Ceiling Joist						
.04	Install Backing						
.05	Construct Access Openings						
.06	Describe Method of Building a Support Beam						
.07	Sketch a Strong Back						
.04	Roof						
	Pretest Post Test Perf. Test						
.01	Identify on a Sketch Span, Run, Rise and Overhang						
.02	From a Sketch, Identify the Following Cuts on a Rafter Plumbcut, Seat Cut, Tail Cut and Side Cut						
.03	Layout a Common Rafter						

STUDENT PROGRESS RECORD

1/15/75

Name _____ Number _____ Entry Date _____

Curriculum Area 70 CARPENTER Pretest Date _____

Post Test Date _____

		Time Spent in Curric. Compon.	Date Started	Date Com-pleted	Instruc-tor's Initials		
.04	Cut and Install Common Rafter						
.05	Layout and Cut a Hip or Valley Rafter						
.06	Construct a Roof Truss Either Real or by Scale as Determined by the Instructor						
.07	Install Gable Studs						
.08	Install Roof Sheathing						
.09	Install Felt Paper						
.10	Install Inter-Lock Shingles						
.11	Install Wood Shingles						
.12	Install 3 Tab Shingles						
.13	Order the Materials Required for a Roof Section Given a Blueprint						
.02	Finish						
	Pretest Score Post Test Score						
.01	Machine Processes/Component Cabinet Construction						
	Pretest Post Test Perf. Test						
.01	Band Saw Operations						
.02	Thickness Planer Operations						
.03	Jointer Operations						
.04	Basic Sander Operations						
.05	Radial Saw Operations						
.06	Circular Saw Operations						
.07	Drill Press Operations						
.02	Exterior Wall Coverings and Cornice						
	Pretest Post Test Perf. Test						
.01	Install Horizonal Siding						
.02	Determine Length of Vertical Siding in the Gable						
.03	Install Vertical Siding						
.04	Caulk Siding						
.05	Compute Materials List						
.06	Sketch Two Cornice Details						
.07	Install Facia						
.08	Install Vent Louvers in the Cornice						
.09	Install Look Outs and Ribbon						
.03	Windows and Trim						
	Pretest Post Test Perf. Test						
.01	Identify Window Types						
.02	Order Windows						
.03	Install Window						

STUDENT PROGRESS RECORD

1/15/75

Name _____ Number _____ Entry Date _____

Curriculum Area 70 CARPENTER Pretest Date _____

Post Test Date _____

		Time Spent in Curric. Compon.	Date Started	Date Completed	Instructor's Initials		
.04	Install Large Window in Frame						
.05	Trim a Window						
.06	Insulate Around Window						
.04	Interior Coverings						
	Pretest Post Test Perf. Test						
.01	Install Sheetrock						
.02	Install Sheetrock Metal Trim						
.03	Install Acoustical Tile						
.04	Install Wall Paneling						
.05	Install Tile or Linoleum						
.06	Install Base						
.07	Install Cove Mold						
.08	Install Panel Moldings						
.09	Name Parts of a Stair						
.10	Cut Stair Jack						
.11	Install Treads and Risers						
.12	Install Handrail						
.13	Install Closet Shelf and Rod						
.14	Install Insulation						
.15	Install Plastic Laminate						
.05	Doors and Jambs						
	Pretest Post Test Perf. Test						
.01	Order Required Materials for a Typical Door Installation						
.02	Install Door Jamb						
.03	Hang Interior Door						
.04	Hang Exterior Door						
.05	Install Lock						
.06	Install Bi-fold Doors						
.07	Install Sliding Doors						
.08	Identify the Members of a Typical Door Section						
.09	Trim Door						
.10	Install Weatherstrip						
.11	Threshold						
.03	General Procedures and Practices for Building Trades and Services						
	Pretest Score Post Test Score						
.01	Safety						
	Pretest Post Test Perf. Test						
.01	Personal Safety						
.02	Safety in the Work Environment						

STUDENT PROGRESS RECORD

1/15/75

Name _____ Number _____ Entry Date _____

Curriculum Area 70 CARPENTER Pretest Date _____

Post Test Date _____

		Time Spent in Curric Compon.	Date Started	Date Com-pleted	Instruc-tor's Initials		
.02	Hand Tools						
	Pretest Post Test Perf. Test						
.01	Wrench Type Tools						
.02	Hammers						
.03	Cutting Tools						
.03	Measurement						
	Pretest Post Test Perf. Test						
.01	Basic Measurement and Tolerance						
.02	Non-Precision Instruments						
.03	Precision Instruments						

Occupational & Work Attitude Report

Career Area: BUILDING TRADES

Job Title: Carpenter

Students Name: _____

Date: _____

The instructor in the occupational area made the following comments about the student.

INDIVIDUAL/PERSONAL TRAITS	Comments
PERSONAL FITNESS — Physical condition, appearance, cleanliness.	
ATTENDANCE/PUNCTUALITY — Absenteeism/Ability to meet deadlines.	
COOPERATION — Ability to work effectively with others.	
SELF-CONTROL — Ability to control emotions under stress.	
FLEXIBILITY - Ability to adapt to varying situations.	

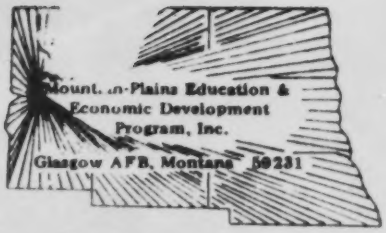
WORK TRAITS	Comments
ATTITUDE — Enthusiasm, accepts suggestions for improvement, accepts assignments, conforms to job requirements.	
COMPETENCE — Knowledge of job requirements, skills in all phases of job, grasp of broad job area.	
INDUSTRIOUSNESS/INITIATIVE — The self-discipline and decision-making ability required to pursue the tasks necessary to accomplish work assignments without constant supervision.	
QUALITY OF WORK — Neatness, accuracy. QUANTITY OF WORK — Amount of work performed.	
DEPENDABILITY — Reliability, task accomplishment.	

ADDITIONAL COMMENTS AND RECOMMENDATIONS CONCERNING JOB DEVELOPMENT: _____

See Reverse For: Functions; Equipment/Materials Used; Specific Skills

Student: _____ File Code: 70.01.01.00.A1-5

Date: _____ Date Published: 11-12-74



APPENDIX A 5

Family Pay Number: _____ Sex: M F (Circle 1)

UNIT PERFORMANCE TEST: EXCAVATION LAYOUT - CONCRETE AND FORMS

OBJECTIVE:

Given a set of specifications, the student will be able to construct a form section commonly used in residential structures.

TASK:

The student will be given a set of specifications; from these he will construct a foundation form section.

ASSIGNMENT:

CONDITIONS:

The student will take the test in a typical carpentry shop. All necessary tools, equipment and supplies will be provided along with a set of blueprint specifications and he will be allowed to use reference materials. No assistance will be provided by other students or the instructor.

RESOURCES:

(See attached sheet)

RESOURCES:

Claw hammer
Tape measure
Framing Square
Chalk and plumb line
Level
"T" level square
Combination square
Hand saw
Keyhole saw
Flat rip bar
Block plane
Brace and bit set
Coping saw
Slot screwdriver
Power hand-saw
Power plane
Drill
Sander
Scroll saw
Circular saw
Radial saw
Band saw
Drill press
Jointer
Surfacer
Router
Stapler
Utility knife
Phillips screwdriver
Assortment of fastners, shingles, and lumber

LAP No: _____ LAP Title: _____

APPENDIX A 5

Mountain-Plains Education & Economic Development Program, Inc.

POST OFFICE BOX 3078 · GLASGOW, MONTANA 59231 · TEL: (406) 524-6221

WORK ORDER REQUEST FORM

ELECTRICAL/ELECTRONIC TRAINING SHOP

Type of Equipment _____ Name _____

Model _____ Address _____

Name _____ Home Phone _____ Business Phone _____

Pre-approval of w/o by instructor _____ Date _____

All work to be done is for instructional purposes only. Some request work may need to be filed for a later date when it can be properly assigned as needed. You will be called when your request work is removed from the file and can be utilized.

Labor **Hourly Rate**_____ **Parts**

	Repair Work	Repair Time	Flat Rate	Dollar Amount	Qty.	Description	Part Number	Dollar Amount
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
	Totals					Total		

Repairman Report

Repairman _____ Repair Date _____

Comments _____

All work will be done by MPEEDP students. The work is not guaranteed, but will be closely supervised to produce only high quality workmanship. The customer, as named on this receipt, understands and agrees that MPEEDP takes no responsibility for or has no liability for any loss or damage of equipment while they are with Mountain-Plains.

Owner's Signature _____

Date _____

Work Evaluator _____ 56

Comments:

Copies		
	1. Shop Permanent Records	
	2. Repairman's File	
	3. Customer	

Mountain-Plains Education & Economic Development Program, Inc.

Carpentry Tool Checkout List No.

Item	Qty.	Description	Acc. Cond.		Ret. Cond.		Student Int'l.	Instructor Int'l.
			Good	Poor	Good	Poor		
1.	1	Tape Measure						
2.	1	Combination Square						
3.	1	Framing Square						
4.	1	Sliding T Level						
5.	1	Channel Lock Pliers						
6.	1	Claw Hammer 16 oz.						
7.	1	Claw Hammer 13 oz.						
8.	1	4 in 1 Screwdriver						
9.	1	Spiral Screwdriver						
10.	1	Irwin Screwdriver						
11.	1	Nail Sets 1/32, 2/32, 3/32, 4/32, 5/32						
12.	1	Nail Claw (cats paw)						
13.	1	Block Plane						
14.	1	Automatic Drill						
15.	1	Bit Brace						
16.	1	Expansive Bit 7/8" to 3"						
17.	1	Wood Chisel Set (6) ¼" to 1½" in ¼" increments						
18.	1	Key Hole Saw with Nest of Blades						
19.	1	Carpenter's Tool Box						
20.								
21.								
22.								
23.								
24.								
25.								

The preceding list of Carpentry Tools were received in good working condition. I understand that I am responsible for their good upkeep, having normal wear, and security during my tenure in the Mountain-Plains Carpentry Program.

The foregoing tools will be returned to the Carpentry Department upon completion of the course, and that any missing or broken equipment will be charged against me.

Student Signature _____

Received Date _____

Instructor _____

Date _____

The above tools were returned in good working order. With the exception(s) noted below:

Instructor _____

Date _____

NOTE: _____

_____

Mountain-Plains Education & Economic Development Program, Inc.

Electronic Assembler Tool Checkout List

[redacted] No. _____

Item	Qty.	Description	Acc. Cond.		Ret. Cond.		Student Int'l.	Instructor Int'l.
			Good	Poor	Good	Poor		
1.	1	Tool Bag						
2.	1	52 CG Needle Nose Pliers						
3.	1	55 CG Side Cutters						
4.	1	3/16" Nut Driver Shaft						
5.	1	7/32" Nut Driver Shaft						
6.	1	1/4" Nut Driver Shaft						
7.	1	9/32" Nut Driver Shaft						
8.	1	5/16" Nut Driver Shaft						
9.	1	11/32" Nut Driver Shaft						
10.	1	3/8" Nut Driver Shaft						
11.	1	7/16" Nut Driver Shaft						
12.	1	1/2" Nut Driver Shaft						
13.	1	99 - 1 Nut Driver Handle						
14.	1	821 Phillipps Screw Driver Shaft						
15.	1	811 Flat Blade Screw Driver						
16.	1	250 Flat Blade Screw Driver						
17.	1	X10 Extension						
18.	1	No. 38 Hole Reamer						
19.	1	No. 39 Hole Reamer						
20.	1	No. 46-C 6" Crescen						
21.	1	1/4" STB Shaft						
22.	1	5/16" STB Shaft						
23.	1	3/8" STB Shaft						
24.	1	99 - 3 STB Handle						
25	1	Soldering Iron						
	1	Heat Sink						

The preceeding list of Radio & T.V. Tools were received in good working condition. I understand that I am responsible for their good upkeep, having normal wear, and security during my tenure in the Mountain-Plains Radio & T.V. Program.

The foregoing tools will be returned to the Radio & T.V. Department upon completion of the course, and that any missing or broken equipment will be charged against me.

Student Signature _____

Received Date _____

Instructor _____

Date _____

The above tools were returned in good working order. With the exception(s) noted below:

Instructor _____

Date _____

NOTE: _____

Electrical Wireman (72) Tool Check List No. _____

Item	Qty.	Description	Acc. Cond.		Ret. Cond.		Student Int'l.	Instructor Int'l.
			Good	Poor	Good	Poor		
1.	1	High Leverage Plier, Blue Handle						
2.	1	High Leverage Oblique Cutting Plier, Red Handle						
3.	1	Long Nose Cutting Pliers						
4.	1	Electrician's Hammer						
5.	1	Screwdriver Slot 3/16 x 4						
6.	1	Screwdriver No. 2 Phillips						
7.	1	Insulated 3/8 - 8 " Screwdriver-Slot						
8.	1	Screwdriver 1/4 x 4"						
9.	1	Screwdriver 1/4 x 6"						
10.	1	Nutdriver Variable Size 1/4" x 7/16"						
11.	1	Scratch Awl						
12.	1	Adjustable Wrench Size 8"						
13.	1	Pump Plier Size 10"						
14.	1	All-Purpose Tool, Wire Stripper, Crimper and Cutter						
15.	1	Tape Rule 12' 3/4"						
16.	1	Knife, Electricians						
17.	1	Tool Pouch, 5 Pocket						
18.	1							
19.	1							
20.	1							
21.	1							
22.	1							
23.	1							
24.	1							
25.	1							

The preceding list of Electrical Wireman Tools were received in good working condition. I understand that I am responsible for their good upkeep, having normal wear, and security during my tenure in the Mountain-Plains Electrical Wireman Program.

The foregoing tools will be returned to the Electrical Wireman Department upon completion of the course, and that any missing or broken equipment will be charged against me.

Student Signature _____

Received Date _____

Instructor _____

Date _____

The above tools were returned in good working order. With the exception(s) noted below:

Instructor _____

Date _____

NOTE: _____

Mountain-Plains Education & Economic Development Program, Inc.

Plumbing Tool Checkout List No._____

ITEM	QTY.	DESCRIPTION	ACC. COND.		RET. COND.		ST. INITIALS	INST. INITIALS
			GOOD	POOR	GOOD	POOR		
1.	1	Stanley 16 oz. Claw Hammer						
2.	1	Rigid 12 inch Pipe Wrench						
3.	1	Wrench						
4.	1	10 inch Crescent Wrench						
5.	1	Blue Line 3/8" to 3/4" Wrench Set 6 pieces						
6.	1	Power Lock 1/2" Power Return Rule						
7.	1	Stanley 50 ft. Chalk-O-Matic						
8.	1	Imperial-Eastman "Imp" Tube Cutter 1/8" to 5/8"						
9.	1	Hanson Drill Set 1/16" to 1/4" 13 pieces						
10.	1	Disston Hacksaw						
11.	1	Smitty Allen Wrench Set #1P4						
12.	1	Stanley Combination Square 22S - 12 inch						

The preceeding list of Plumbing Tools were received in good condition. I understand that I am responsible for their good upkeep, having normal wear, and security during my tenure in the Mountain-Plains Plumbing Program.

The foregoing tools will be returned to the Plumbing Department upon completion of the course, and that any missing equipment will be charged against me.

Student Signature _____

Received Date _____

Instructor _____

Date _____

The above tools were returned in good working order. With the exception(s) noted below:

Instructor _____

Date _____

NOTE: _____

_____

_____

Mountain-Plains Education & Economic Development Program, Inc.

Refrigeration (75) Tool Checkout List No. _____

Item	Qty.	Description	Acc. Cond.		Ret. Cond.		Student Int'l.	Instructor Int'l.
			Good	Poor	Good	Poor		
1.	1	Tool Box						
2.	1	No. 274FC 1/8 to 1" Tubing Cutter						
3.	1	No. 127FB 1/8 to 5/8 Imp Tubing Cutter						
4.	1	No. 105FF Pinch off tool 1/4 to 1/2						
5.	1	Tap-a-can Valve 338C						
6.	1	140F 1/2 Plug						
7.	1	140F 5/8 OD Test Plug						
8.	1	140F 3/8 OD Test Plug						
9.	1	208F Inner Outer Reamer						
10.	1	No. 163F Spring Tube Benders 1/4, 3/8, 1/2, 5/8						
11.	1	No. 124C Ratchet Wrench						
12.	1	123S Swaging Tool 1/4, 3/8, 1/2, and 5/8 OD						
13.	1	10 Crescent Wrench, black						
14.	1	8 Crescent Wrench, black						
15.	1	Ball Peen Hammer						
16.	1	Pair Pliers						
17.	1	Diagonal						
18.	1	195 FB Double Flaring Tool						
19.	1	8 ft. Steel Tape, Prato						
20.	1	6" Flat File						
21.	1	Long Nose Pliers						
22.	1	7578 Challanger						
23.	1	7576 Challanger						
24.	1	7564 Challanger						
25.	1	Flare Nut Wrench Set KD 2192						
		3/8, 7/16-1/2, 9/16-5/8, 11/16						
26.	1	Guage Manifold Set with Hoses						

The preceding list of Refrigeration Tools were received in good working condition. I understand that I am responsible for their good upkeep, having normal wear, and security during my tenure in the Mountain-Plains Refrigeration Program.

The foregoing tools will be returned to the Refrigeration Department upon completion of the course, and that any missing or broken equipment will be charged against me.

Student Signature _____

Received Date _____

Instructor _____

Date _____

The above tools were returned in good working order. With the exception(s) noted below:

Instructor _____

Date _____

NOTE: _____

Mountain-Plains Education & Economic Development Program, Inc.

Appliance Service (76) Tool Checkout List No. _____

Item	Qty.	Description	Acc. Cond.		Ret. Cond.		Student Int'l.	Instructor Int'l.
			Good	Poor	Good	Poor		
1.	1	Soldering Gun 100 to 140 Watt						
2.	1	Crimping Tool Set						
3.	1	Adjustable Wrench						
4.	1	Nut Driver Set						
5.	1	Long Nose Pliers						
6.	1	Diagonal Cutters						
7.	1	Contact File						
8.	1	Slip Joint Pliers						
9.	1	Screwdriver Set						
10.	1	Phillips Set						
11.	1	Hex & Spline Wrench Kit						
12.	1	Vise Grip Plier Model Size 7"						
13.	1	Utica Electricians Knife, Standard Size						
14.	1	12" Aluminum Level						
15.	1	12' Steel Tape						
16.	1	Punch & Chisel Set, 12", 5/8" chisels 3/16", 3/8", 5/32" punches						
17.	1	Combination Wrench Set						
18.	1	Hammer (Ball Pein) 12 oz.						
19.	1	10" Channel - Lock Plier						
20.	1	Utility Box						
21.	1							
22.	1							
23.	1							
24.	1							
25.	1							

The preceding list of Appliance Service Tools were received in good working condition. I understand that I am responsible for their good upkeep, having normal wear, and security during my tenure in the Mountain-Plains Appliance Service Program.

The foregoing tools will be returned to the Appliance Service Department upon completion of the course, and that any missing or broken equipment will be charged against me.

Student Signature _____

Received Date _____

Instructor _____

Date _____

The above tools were returned in good working order. With the exception(s) noted below:

Instructor _____

Date _____

NOTE: _____

Mountain-Plains Education & Economic Development Program, Inc.

Radio & T.V. Tool Checkout List No. _____

Item	Qty.	Description	Acc. Cond.		Ret. Cond.		Student Int'l.	Instructor Int'l.
			Good	Poor	Good	Poor		
1.	1	Tool Bag						
2.	1	52 CG Needle Nose Pliers						
3.	1	55 CG Side Cutters						
4.	1	3/16" Nut Driver Shaft						
5.	1	7/32" Nut Driver Shaft						
6.	1	1/4" Nut Driver Shaft						
7.	1	9/32" Nut Driver Shaft						
8.	1	5/16" Nut Driver Shaft						
9.	1	11/32" Nut Driver Shaft						
10.	1	3/8" Nut Driver Shaft						
11.	1	7/16" Nut Driver Shaft						
12.	1	1/2" Nut Driver Shaft						
13.	1	99 - 1 Nut Driver Handle						
14.	1	821 Phillipps Screw Driver Shaft						
15.	1	811 Flat Blade Screw Driver						
16.	1	250 Flat Blade Screw Driver						
17.	1	X10 Extension						
18.	1	No. 38 Hole Reamer						
19.	1	No. 39 Hole Reamer						
20.	1	No. 46-C 6" Crescent						
21.	1	1/4" STB Shaft						
22.	1	5/16" STB Shaft						
23.	1	3/8" STB Shaft						
24.	1	99 - 3 STB Handle						

The preceeding list of Radio & T.V. Tools were received in good working condition. I understand that I am responsible for their good upkeep, having normal wear, and security during my tenure in the Mountain-Plains Radio & T.V. Program.

The foregoing tools will be returned to the Radio & T.V. Department upon completion of the course, and that any missing or broken equipment will be charged against me.

Student Signature _____

Received Date _____

Instructor _____

Date _____

The above tools were returned in good working order. With the exception(s) noted below:

Instructor _____

Date _____

NOTE: _____

Mountain-Plains Education & Economic Development Program, Inc.

Electric Motor (78) Tool Checkout List No. _____

Item	Qty.	Description	Acc. Cond.		Ret. Cond.		Student Int'l.	Instructor Int'l.
			Good	Poor	Good	Poor		
1.	1	7-Piece Nut Driver Set						
2.	1	Tool Box						
3.	1	Circular Gauge						
4.	1	Hacksaw						
5.	1	Arc Joint Pliers						
6.	1	Lineman's Pliers						
7.	1	Diagonal Cutting Pliers						
8.	1	Long Chain-Nose Pliers						
9.	1	Locking Plier Wrench						
10.	1	4-Piece Standard Set Screwdrivers						
11.	1	Center Punch						
12.	1	Cold Chisel						
13.	1	Ball Pein Hammer						
14.	1	Lug Crimpers Set						
15.	1	10' Tape						
16.	1							
17.	1							
18.	1							
19.	1							
20.	1							
21.	1							
22.	1							
23.	1							
24.	1							
25.	1							

The preceding list of Electric Motor Tools were received in good working condition. I understand that I am responsible for their good upkeep, having normal wear, and security during my tenure in the Mountain-Plains Electric Motor Program.

The foregoing tools will be returned to the Electrical Department upon completion of the course, and that any missing or broken equipment will be charged against me.

Student Signature _____

Received Date _____

Instructor _____

Date _____

The above tools were returned in good working order. With the exception(s) noted below:

Instructor _____

Date _____

NOTE: _____

Mountain-Plains Education & Economic Development Program, Inc.

Drafting Tool Checkout List # _____

Item	Qty.	Description	Acc. Cond.		Ret. Cond.		Student Int'l.	Instr. Int'l.
			Good	Poor	Good	Poor		
1.	1	Drawing Board						
2.	1	Drawing Set						
3.	1	Architect Scale						
4.	1	Engineer Scale						
5.	1	30° x 60° Triangle						
6.	1	45° Triangle						
7.	1	Drafting Brush						
8.	1	Lead Holder						
9.	1	Leroy Penholder						
10.	1	Rapidograph #00 Pen						
11.	1	Rapidograph # 0 Pen						
12.	1	Rapidograph # 1 Pen						
13.	1	Rapidograph # 2 Pen						
14.	1	Leroy Scriber						
15.	1	Leroy #120 Template						
16.	1	Leroy #140 Template						
17.	1	Leroy #175 Template						
18.	1	Compass Adapter						
19.	1	Combination Lock/Key						
20.								
21.								
22.								
23.								
24.								
25.								

The preceeding list of Drafting Tools were received in good working condition. I understand that I am responsible for their good upkeep, having normal wear, and security during my tenure in the Mountain-Plains Drafting Program.

The foregoing tools will be returned to the Drafting Department upon completion of the drafting course, and that any missing or broken equipment will be charged against me.

Student Signature _____
Received Date _____
Instructor _____
Date _____

The above tools were returned in good working order. With the exception(s) noted below:

Instructor _____
Date _____

NOTE: _____

MOUNTAIN-PLAINS INTERNSHIP POLICY AND PROCEDURES

1. Mountain-Plains will make available in selected areas of the program opportunities for field experience or internship to bona fide apprentices who are enrolled in union apprenticeship programs in local unions in the Eastern Montana Region.

2. Mountain-Plains and the union representative will negotiate an agreement for the placement of each intern on an individual or department basis as further described below.

3. The office of Coordinator of Personnel Services, MPEEDP, shall be responsible to carry out the necessary correspondence to announce internships and perform Personnel functions for the departments using the intern.

4. Upon adoption of policies to establish an internship program, Mountain-Plains will develop and send to appropriate persons:

   a. Brief description of Mountain-Plains program.
   b. Listing of program areas in which apprentice interns may work as interns, with a brief description of those program activities.
   c. Description of GAFB and housing available.

5. Mountain-Plains will require from the prospective intern's local union **and/or Joint Apprenticeship & Training Committee.**

   a. Letter of request for internship or intern application.
   b. Two recommendations.
   c. A statement of the kind of experience the apprentice is expected to receive at Mountain-Plains, what kind of supervision for the apprentice will be required, amount of credit toward requirements it is expected the apprentice will earn.
   d. Upon completion of the internship, a written evaluation of the apprentice's experience to Mountain-Plains Personnel Department.

6. Mountain-Plains will require from the apprentice desiring intern experience:

   a. A letter of application stating reasons for applying, expectations, a summary of previous work experience, ultimate goals.
   b. A work history completed and listing of previous courses taken.

7. Upon receipt of the above documents, Mountain-Plains will establish an action committee composed of the appropriate Assistant Director, Department supervisor or instructor, and Personnel Coordinator. This committee will review the application and information, interview the applicant, if deemed appropriate, and make its recommendation to the Office of the Executive Director. Upon final approval, the Personnel Coordinator will notify the applicant and his union representative and make final the arrangements for enrolling the intern.

8. During the intern's presence at the Center, Mountain-Plains will make reports to the apprentice's union representative **and/or Joint Apprenticeship & Training Committee as previously approved.**

9. Upon completion of the internship, Mountain-Plains will make a final report and evaluation on the apprentices performance and submit the report to the union representative. and/or Joint Apprenticeship & Training Committee.

10. During the internship, Mountain-Plains will provide for the apprentices:

    a. Supervision, as previously agreed.
    b. Work and study space.
    c. Approval to attend staff meetings.

11. While the student is interning at Mountain-Plains, he will:

    a. Be responsible for assisting in program activities as requested by the Associate Director of Educational Services and/or the area Senior Instructor.

    b. Be responsible for regular, timely attendance.

    c. Be responsible for participating in a final report which summarizes the usefulness of the apprentice intern program.

12. Mountain-Plains will not provide the apprentice interns any financial or fringe benefits such as but not limited to: salary, vacation, sick leave, medical or life insurance, etc.

13. No apprentice intern shall supplant a bona fide Mountain-Plains staff position.

APPRENTICESHIPS

The occupational careers of Carpenty, Plumbing and Electrical Wireman in the six-state region are highly unionized. The other occupations in the Building Trades and Services component are unionized, but to a lesser degree, depending upon the location.

The students that go through the training programs of Carpentry, Plumbing and Electrical Wiring will probably have to enter an apprentice training program.

The apprenticeship training programs in the six-state region are conducted through a state apprenticeship council that is usually located in the capitol of each state. It should be noted that an apprenticeship training program may be completed by persons who belong to a union and also by those that do not belong to a union.

Generally, in order to enter an apprenticeship program the entrant must be (1) between the ages of 18 and 25 years (exception is for veterans where the maximum age limit is extended past 25 years of age to the number of years the person was in the service). (2) The entrant must be in good physical health and (3) he must have a high school diploma or an equivalent certificate (GED) except in the unionized electrical apprenticeship program where a high school diploma is required.

Most apprenticeship training programs are from four to six years in length. For example, a typical Carpentry or Electrical apprentice must serve four (4) years and a Plumbing apprentice must serve five (5) years.

UNIONIZED APPRENTICESHIP TRAINING PROGRAMS

If you are going to enter a unionized apprenticeship program, some local unions require that you must be from the area that the particular union serves. For example, if you want to get into the Billings, Montana Plumbers Apprenticeship Program and you are not from the Billings area, in some cases they may refuse your application.

A note of caution should be considered at this point. The local unions have the right to identify how many apprentices they will train each year. Often it happens that a large number of applications are received for only a few actual training positions.

Also unions do have deadlines each year when applications must be received. For example, a union may only accept applications from January 1, 1976 to March 1, 1976. If the application is not filed during this time, it must wait until the next year. Therefore, if you as a student want to go to a particular area and join a union, you must find out the dates which the local union will accept your application. BE SURE YOU FILE YOUR APPLICATION WITHIN THE SPECIFIED DATES!!

NON-UNION APPRENTICESHIP TRAINING PROGRAMS

Since a person does not have to belong to a union to serve as an apprentice, some students choose to enter a non-union apprenticeship training program. To do this the student must make application to the state Joint Apprenticeship Council. To be accepted in a non-union apprenticeship program, the applicant must have a job in that particular field.

ACTUAL APPRENTICESHIP PROGRAMS

The non-union apprentice must follow the training program exactly the same as the union apprentice since the programs as outlined are the same. Apprentices have to keep a record of the number of hours spent working in each phase of the job. Apprentices generally have to complete a minimum of 144 hours per year of formal schooling.

EXCEPTIONS

If for some reason a person does not qualify as an apprentice, he/she may obtain a job with a particular employer. While working for this employer he must keep accurate record of what type of work is done and how many actual hours are spent on each phase of a particular occupation. When this person can prove to the state licensing board that he has worked the hours equivalent to the apprenticeship hours in a particular field, he will be allowed to take the state licensing examination. If this person has the specified hours accumulated and passes the state examination, he will be issued a state license. This license proves that the person is a qualified practioner within the state.

This latter named process is extremely tedious and difficult. If you consider pursuing this route, proceed with caution! Consider all the known circumstances. Then if you decide to go ahead with it....be diligent and thorough. You can make it!

ENIOR INSTRUCTORS WEEKLY STATUS REPORT

Work Element BUILDING TRADES & SERVICES

Dates Included: From April 7 To April 11, 1975

ROBLEMS

\ list of recommendations concerning has been submitted to Luther Robison.

ROBLEMS RESOLVED	PROBLEMS UNRESOLVED
70	

CCOMPLISHMENTS

xploring Students: DRAFTING: K. Burington & L. Burington
ntering Students: DRAFTING: M. Baker & D. Case PLUMBING: J. Ford
xiting Students: DRAFTING: C. Pemperton CARPENTRY: P. Incashola ELECTRONICS: D. Pullman

ccupational Area Change: S. Andrew from Radio-TV to Appliance Servicing

TAFF DEVELOPMENT	SCHEDULE OF MEETINGS
nservice Mtg. (Counselors & Staff)4p.m. Wednesday	Case Conference: S. Andrews BT&S Staff Mtg: 4p.m. Friday

STUDENTS -- DAILY ATTENDANCE

CARPENTRY-Scheduled

	A	B	C	D	E	F	G	H
Mon	11	11	11	10	9	9	8	
Tue	11	11	11	10	5	6	6	
Wed	11	11	11	10	9	7	7	
Thr	11	11	11	10	9	9	8	
Fri	11	11	11	10	9	9	8	

CARPENTRY-Actual

	A	B	C	D	E	F	G	H
Mon	9	8	8	8	7	7	8	
Tue	8	7	7	7	5	6	7	
Wed	9	10	9	9	9	8	8	
Thr	10	8	7	7	7	7	8	
Fri	10	8	7	8	6	7	7	

ELECTRICAL-Scheduled

	A	B	C	D	E	F	G	H
Mon	28	28	30	28	28	28	30	
Tue	28	28	29	29	27	26	29	
Wed	26	27	27	24	24	29	30	
Thr	25	26	30	28	27	26	29	
Fri	28	27	30	29	29	29	29	

ELECTRICAL-Actual

	A	B	C	D	E	F	G	H
Mon	24	24	27	26	23	21	23	
Tue	23	23	25	24	22	20	23	
Wed	23	23	23	21	29	23	25	
Thr	22	23	26	24	22	22	25	
Fri	22	23	25	24	22	22	23	

APPENDIX D

SENIOR INSTRUCTORS WEEKLY STATUS REPORT

Work Element BUILDING TRADES & SERVICES

Dates Included: From April 7 To April 11, 1975

PROBLEMS

PROBLEMS RESOLVED	PROBLEMS UNRESOLVED
71	

ACCOMPLISHMENTS

A request has been submitted to Newell Anderson to install two partitions in Ron Arneson's present office to create a conference room for use by the instructors.

Also submitted was a proposed budget adjustment request.

STAFF DEVELOPMENT	SCHEDULE OF MEETINGS

STUDENTS -- DAILY ATTENDANCE

HEAT., REF., PL. -Scheduled

	A	B	C	D	E	F	G	H
[illegible]	2	2	3	3	6	6	6	
[illegible]	2	2	3	3	6	6	6	
[illegible]	2	2	3	3	6	6	6	
[illegible]	2	2	3	3	6	6	6	
[illegible]	2	2	3	3	6	6	6	

81

HEAT.,REF. PL. -Actual

	A	B	C	D	E	F	G	H
Mon	2	3	3	4	5	5	5	
Tue	2	3	3	4	5	5	5	
Wed	2	3	3	4	6	6	6	
Thr	2	3	3	4	7	7	6	
Fri	2	3	3	4	7	7	6	

DRAFTING-Scheduled

	A	B	C	D	E	F	G	H
Mon	2	3	11	11	8	6	7	
Tue	2	3	11	10	8	3	4	
Wed	2	3	10	10	7	5	3	
Thr	2	3	11	11	9	5	6	
Fri	2	3	11	11	10	6	6	

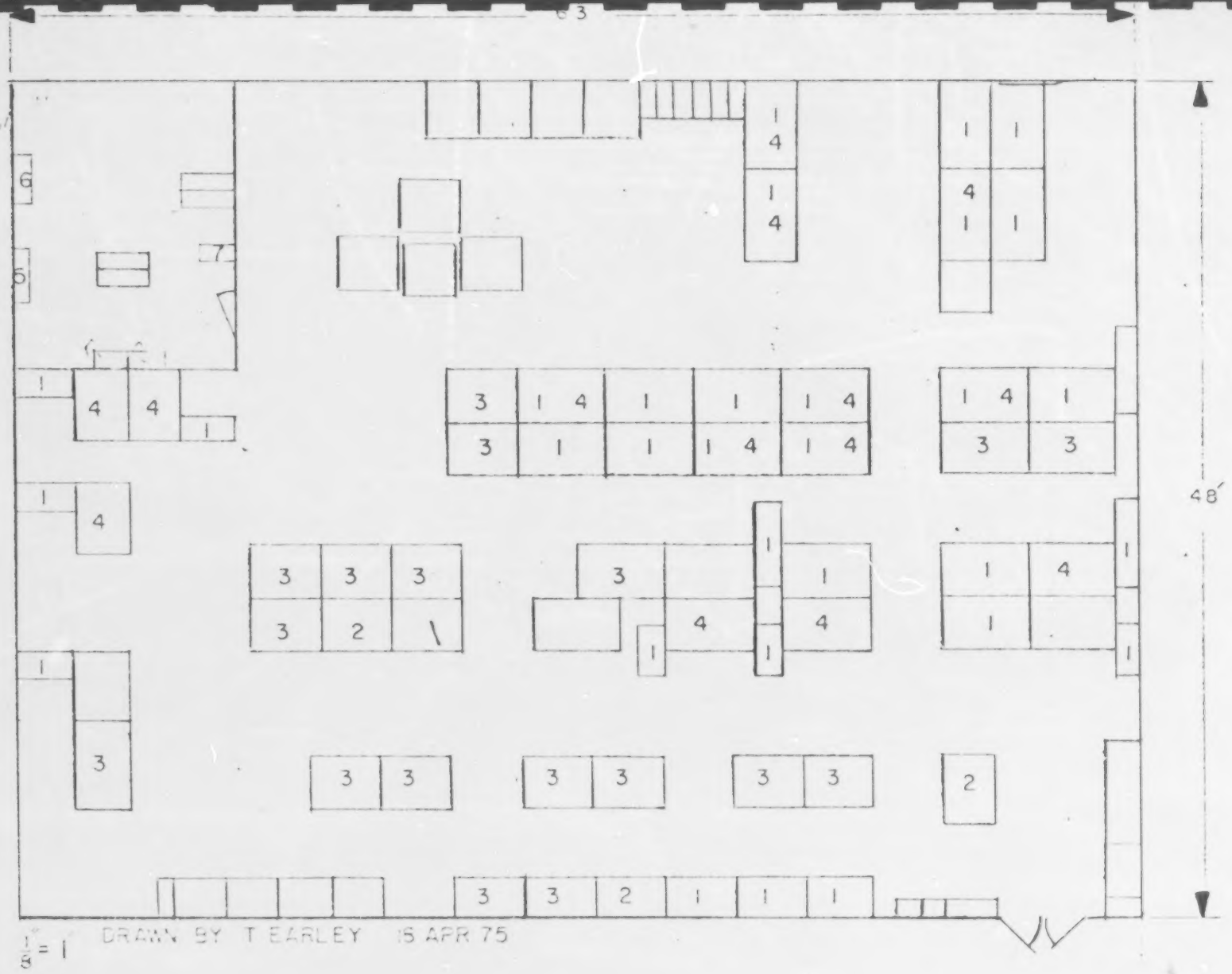
DRAFTING-Actual

	A	B	C	D	E	F	G	H
Mon	3	4	11	11	11	10	9	
Tue	3	6	13	12	8	6	6	
Wed	3	4	10	12	9	7	6	
Thr	3	3	8	10	11	8	9	
Fri	2	4	12	12	10	10	9	

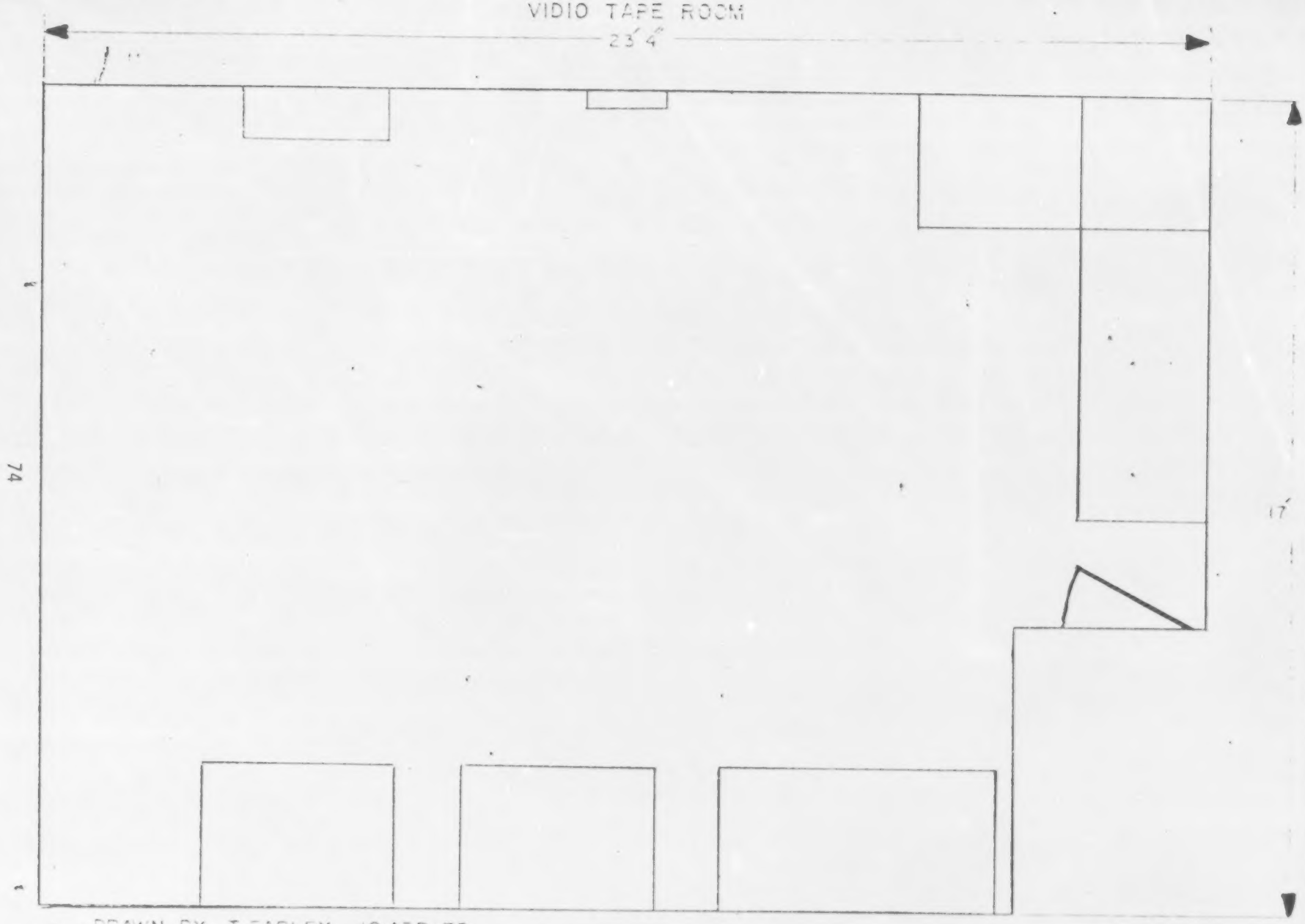
82

EDUCATION SERVICES DIVISION

OFFICE EDUCATION COMPONENT

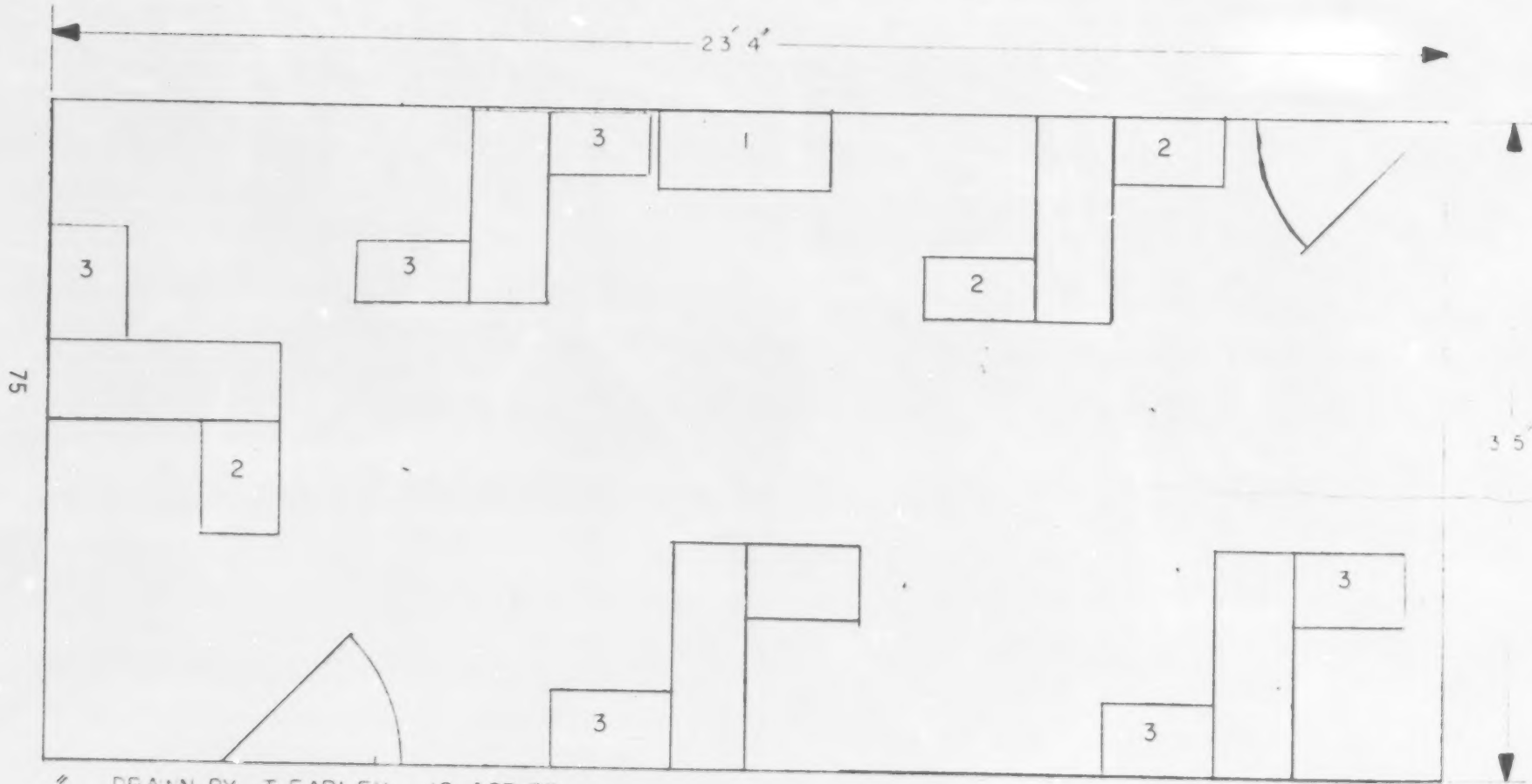


1. TYPEWRITERS
2. ADDING MACHINE
3. CALCULATORS
4. RECORDERS
5. SORTER
6. ACCOUNT MACHINE
7. KEYPUNCH MACHINE
8. VARIFIER



3/8" = 1' DRAWN BY T. EARLEY 18 APR 75

SMALL CALCULATING MACHINES ROOM


23' 4"
75
35
3
3
3
1
2
2
3
2
3
3
3

OFFICE EDUCATION EQUIPMENT LIST

APPENDIX A 2

A listing of equipment/and non consumable supplies available to our students:

(1) Typewriters: (electric)

a. Royal
b. Olivetti
c. IBM

(2) Adding Machines:

a. Olivetti
b. Monroe 10-Key
c. Victor (full keyboard)

(3) Calculators:

a. Monroe 570
b. Victor Automatic
c. Electronic
d. Victor Champion 302
e. Monroe 1310

(4) Casette player:

a. Doro
b. Craig

(5) Key Machine: 1

(6) Video Tape: 1

(7) Television: 1

(8) Strip projector: 1

(9) Study Carrell: 6
with projector: 6
screen: 6
casette player: 6

(10) Duplicating Equipment: 3
Thermofax: 1
Xerox: 1
Spirit Duplication: 1

(11) Keypunch 029: 2

(12) Accounting Machine 402: 1

(13) Verifier: 1

(14) Sorter: 1

Consumable Supplies:

1. Published material (commercial)
   a. Business writing
   b. Accounting 1-22
   c. Accounting 23-33
   d. Keypunch Kit
   e. Shorthand Kit
   f. Filing
   g. Sterotronics Practice Set
   h. Campers Cove Practice Set
   i. Standardized Accounting Tests.
2. Envelopes
3. Typing Paper
4. Typing erasers
5. Pencils
6. Letter Head paper
7. Business Forms
8. Stencils
9. Copy paper
10. Laminating Film
11. Facsimile Masters
12. Adding Machine Paper
13. Typewriter ribbons
14. Calculating equipment ribbons
15. Shorthand Pads
16. Masters spirit
17. Transparancy film
18. Steno correction fluid
19. Spirit fluid
20. Spirit correction paper
21. Duplicating paper
22. Calculating equipment paper

COURSED OFFERED FOR EACH OF THE PROGRAMS OF OFFICE EDUCATION

CLERICAL

Course 03 Ten-Key Adding Machine 08 Filing 17 Keyboard typing 13 Full Keyboard Adding Mach. 18 Production typing (1 units) 21 Office Procedures	116 hours Clerk	232 hours Clerk Typist	426 hours Clerk Steno
02 Business Writing 04 Printing Calculator 05 Electronic Calculator 19 Machine Transcription			
10 Keypunch (2 units) 15 Beginning shorthand 16 Shorthand-speedbuilding transcription 01 Accounting (4 units) *Omit ~~recordkeeping on 21~~ Course 21.03 for steno program			

ACCOUNTING

Course 01 Accounting (4 units) 03 Ten-Key Adding Machine 04 Printing Calculator 05 Electronic Calculator 08 Filing 13 Full Keyboard Adding Mach. 17 Keyboard typing	203 hours Accounting Clerk	336 hours Bookkeeper
01 Accounting (7 units) 02 Business Writing 10 Keypunch (2 units) 18 Production typing (1 unit)		

KEYPUNCH OPERATOR

Course 06 Data Processing 10 Keypunch 17 Keyboard typing	104 hours Keypunch operator

LODGING SUPPORT
FOOD SERVICES SUPPORT
01 Accounting (Units 01, 02 and .04 total= 64 hours
03 Ten-key adding machines

MARKETING & DISTRIBUTION SUPPORT
01 Accounting (6 units) total= 172 hours

	ACCOUNTING .01	BUSINESS WRITING .02	TEN KEY .03	PRINTING CALCULATOR .04	ELEC. CALCULATOR .05	DATA PROCESSING .06	FILING .08	KEYPUNCH .10	FULL KEYBOARD ADDING MACHINE .13	BEGINNING SHORTHAND .15	SHORTHAND SPEED TRANSCRITION .16	KEYBOARD TYPING .17	PRODUCTION TYPING .18	MACHINE TRANSCRIPTION .19	MODERN OFFICE PROCEDURES .21
CLERK			X				X		X			X	X		X
CLERK/TYPIST		X	X	X	X		X		X			X	X	X	X
CLERK/STENO	1-19 X	X	X	X	X		X	X*	X	X	X	X	X	X	X***
ACCOUNTING CLERK	1-19 X		X	X	X		X		X			X			
BOOKKEEPER	1-33 X	X	X	X	X		X	X*	X			X	X**		
KEYPUNCH						X		X				X			
M & D SUPPORT	1-29 X														
LODGING/FOOD SERVICES SUPPORT	1-19 X		X												

*Two units of Keypunch are required
**One unit (9 laps) are required
***Omit recordkeeping

APPENDIX C

COMPONENT OVERALL OBJECTIVES can best be described by the following listing for each of six programs offered to the Office Education Mountain-Plains student:

JOB TITLE	DESIRED END RESULT	GENERAL ACTIVITIES
CLERK	Perform routine clerical duties following established methods and procedures.	Types with speed and accuracy, and types assignments in mailable form. Operates adding machines efficiently and accurately. Applies the methods and techniques of alphabetic and subject filing in an office setting. Demonstrates skill in performing operational functions of: Handling Mail, Communicating, Duplicating materials, Processing Data, and keeping routine records.
CLERK TYPIST	Performs varied clerical duties involving facility and speed in the use of a typewriter and other office machines, following established methods and procedures.	Types with speed and accuracy, and types assignments in mailable form. Operates calculating machines efficiently and accurately. Applies the methods and techniques of alphabetic and subject filing in an office setting. Successfully applies the techniques of effective written business communication. Demonstrates skill in performing operational functions of: Handling Mail, Communicating, Duplicating materials, processing data, and keeping routine records. Transcribes efficiently prerecorded dictated material into mailable typewritten form.

JOB TITLE	DESIRED END RESULT	GENERAL ACTIVITIES
CLERK STENO	Performs varied and responsible stenographic and clerical duties.	Types with speed and accuracy, and types assignments in mailable form. Applies basic Accounting principles in several business applications. Operates adding machines efficiently and accurately. Applies the methods and techniques of alphabetic and subject filing in an office setting. Demonstrates skill in performing operational functions of Handling Mail, Communicating, Duplicating materials, processing data, and keeping routine records. Transcribes efficiently prerecorded dictated material into mailable typewritten form. Successfully applies the techniques of effective written business communication. Successfully applies shorthand theory and transcription skills at commercial speeds. Operates a keypunch machine and correctly punches a program card.
ACCOUNTING CLERK	Performs routine accounting duties and related tasks, using standard office equipment, following established procedure.	Operates calculating machines efficiently and accurately. Applies basic accounting principles in several business applications. Operates a typewriter accurately. Applies the methods and techniques of alphabetic and subject filing in an office setting.

JOB TITLE	DESIRED END RESULT	GENERAL ACTIVITIES
BOOKKEEPER	Performs varied and responsible bookkeeping duties and related tasks using standard office machines following established procedures.	Operates calculating machines efficiently and accurately. Applies basic accounting principles in several business applications. Operates a typewriter accurately. Applies the methods and techniques of alphabetic and subject filing in an office setting. Operates a keypunch machine and correctly punches a program card. Successfully applies the techniques of effective written business communication.
KEYPUNCH OPERATOR	Performs routine keypunching duties and related work following established methods and procedures.	Operates the typewriter effectively. Shows an understanding of the methods of processing data (manual, mechanical, punched-card and electronic). Efficiently operates the keypunch machines (10,000 character-strokes per hour) and correctly punches program cards per given instructions.

WELCOME TO OFFICE EDUCATION

Dave Baty	Accounting and Keypunch Instructor
Janet Bilden	Clerical Instructor
Verla Flores	Clerical Instructor
Walter Peterson	Senior Instructor
Joyce Rich	Instructional Aide

A quick glance around this room will indicate that the Mountain-Plains students are serious in their desire of learning an office occupation. These occupations:

1. Clerk
2. Clerk Typist
3. Clerk Stenographer
4. Accounting Clerk
5. Bookkeeper
6. Keypunch Operator

Indications from various employment studies illustrate the ever-increasing demand for trained personnel in each of these areas.

The equipment and materials used in this area are considered to be modern and typical of the "work world" so that upon completion of the assigned work plan, it will be a very simple transfer from your learning program to the salary-paid office job.

To make this learning situation as similar as possible to the "office job", it is recommended that we have pay cards, sign in registers, coffee breaks, punctuality and good attendance. The students in the program are "office people" and display this in appropriate dress, assistance with co-workers/students, maintenance of their work station, tact in matters and loyalty to the Mountain-Plains Program. The new enrollee will notice the obvious efficiency and training of the student, as he answers the telephone promptly, welcomes visitors in the office education area or moves into the work area with a purpose.

Each student in Office Education:

1. Is punctual.

2. Leaves his pay card in tray and initials each mod of attendance indicating, in the proper area, his career choice: C Clerical, B Bookkeeping/Accounting, S Support, K Keypunch Operator.

3. Informs the Senior Instructor if some emergency requires leaving the area.

4. Picks up time card upon leaving.

5. Occasionally for a change of pace or challenge, a student that would like to assist an Instructor, might volunteer for some extra duty.

Instructors are here to help you with any problem in your career training. Please call on us anytime you need assistance. We are here to help you through the difficult areas in your Program.

Occupational & Work Attitude Report

Career Area: OFFICE EDUCATION

Job Title: Accounting Clerk

Students Name: _____

Date: _____

The instructor in the occupational area made the following comments about the student.

INDIVIDUAL/PERSONAL TRAITS	Comments
PERSONAL FITNESS – Physical condition, appearance, cleanliness.	
ATTENDANCE/PUNCTUALITY – Absenteeism/Ability to meet deadlines.	
COOPERATION – Ability to work effectively with others.	
SELF-CONTROL – Ability to control emotions under stress.	
FLEXIBILITY - Ability to adapt to varying situations	

WORK TRAITS	Comments
ATTITUDE – Enthusiasm, accepts suggestions for improvement, accepts assignments, conforms to job requirements.	
COMPETENCE – Knowledge of job requirements, skills in all phases of job, grasp of broad job area.	
INDUSTRIOUSNESS/INITIATIVE – The self-discipline and decision-making ability required to pursue the tasks necessary to accomplish work assignments without constant supervision.	
QUALITY OF WORK – Neatness, accuracy. QUANTITY OF WORK – Amount of work performed.	
DEPENDABILITY – Reliability, task accomplishment.	

ADDITIONAL COMMENTS AND RECOMMENDATIONS CONCERNING JOB DEVELOPMENT: _____

See Reverse For: Functions; Equipment/Materials Used; Specific Skills

FUNCTIONS:

1. Performs routine accounting duties following established methods and procedures. Performs related work as required.
2. Works under direct supervision from written and oral instructions with little latitude for exercising independent judgment.

EQUIPMENT/MATERIALS USED:

1. 10-Key Adding Machine.
2. Full-Keyboard Adding Machine.
3. Printing Calculator.
4. Electronic Calculator.
5. Typewriter.

SPECIFIC SKILLS (If Applicable):

Date of Test	Length of Test	Gross Words Typed/Min.	Total Number of Errors*
Typing	MIN.	WPM	

*Total number of errors made on a five minute typing test.

1. Analyzes, journalizes, and posts routine transactions.
2. Prepares the worksheet, adjusting entries, and closing entries.
3. Prepares reports of profit and loss.
4. Prepares and maintains payroll records and enters the related payroll transactions in the appropriate accounts.
5. Operates a variety of office machines.

Instructor's Name or Signature _____ _____ Date _____

STUDENT PROGRESS RECORD

APPENDIX E 2

10/1/74

Number _____

Area (24) OFFICE EDUCATION SUPPORT FOR
(27) Marketing & Distribution (Mid-Management Trainee)

Entry Date _____

Pretest Date _____

Post Test Date _____

		Time Spent in Curric. Compon.	Date Started	Date Com-pleted	Instruc-tor's Initials		
.01	Accounting						
	Pretest Score Post Test Score						
.01	Classifying and Examining Accounts						
	Pretest Post Test Perf. Test						
.01	Starting an Accounting System						
.02	Recording the Opening Entry						
.03	Posting the Opening Entry						
.04	Debit and Credit of Business Transactions						
.05	Debit and Credit of Income and Expense						
.06	Journalizing Business Transactions						
.02	Ledger, Work Sheet and Financial Statement						
	Pretest Post Test Perf. Test						
.01	Posting						
.02	Proving the Accuracy						
	Project No. 1						
.03	The Six-Colom Work Sheet						
.04	The Income Statement and Balance Sheet						
.05	Closing the Ledger						
	Project No. 2						
.03	Classifying Accounts, Adjusting and Closing Entries						
	Pretest Post Test Perf. Test						
.01	Journalizing Transactions						
.02	Posting to Ledgers						
.03	The Checking Account						
.04	Stereotronics - Part I						
.05	Eight-Column Work Sheet						
.06	Financial Statements						
.07	Adjusting and Closing Entries						
.08	Stereotronics - Part II						
.04	Payroll Transactions and Data Processing						
	Pretest Post Test Perf. Test						
.01	Payroll Records						
.02	Payroll Accounts						
.03	Data Processing Systems: Manual and Mechanical						
.04	Data Processing Systems: Unit Record						
.05	Data Processing Systems: Electronic						

STUDENT PROGRESS RECORD

10/1/74

Name _____ Number _____ Entry Date _____

Curriculum Area (24) OFFICE EDUCATION SUPPORT FOR Pretest Date _____

(27) Marketing & Distribution (Mid-Management Trainee) Post Test Date _____

		Time Spent in Curric. Compon.	Date Started	Date Com-pleted	Instruc-tor's Initials		
.05	Special Journals						
	Pretest Post Test Perf. Test						
.01	Special Journals: Purchases and Cash Payments						
.02	Special Journals: Sales Cash Receipts						
.03	Cash Register System and Petty Cash						
.06	Sales Tax, Bad Debts and Depreciation						
	Pretest Post Test Perf. Test						
.01	Sales Tax and Tax and Purchases Systems						
.02	Bad Debts and Valuation of Accounts Receivable						
.03	Fixed Assets and Depreciation						
.04	Disposing of Fixed Assets						
.05	Camper's Cove-Business Simulation						

STUDENT NUMBER _____

Name _____

Rater _____

Date (Entry) _____ (Exit) _____

STUDENT WORK PLAN

KEY FOR FILLING OUT RIGHT HAND PARENTHESES:

(V) Unit prevalidated on pretest indicated by entering a "V" in the parentheses following unit code.

( ) For Completed Units enter total hours from SPR "Time Spent . . ." in the parentheses.

( ) For Incomplete Units enter total hours for completed LAP's from from SPR "Time Spent . . ." at the immediate right of the parentheses

Instructional or Curriculum Area	Comprehensive Written Test PRE	Comprehensive Written Test POST	Performance Check List PRE	Performance Check List POST	Attitude Check List PRE	Attitude Check List POST	Other: Specify PRE	Other: Specify POST	COURSE UNITS NEEDED	Est. Time / Act. Time
24 OFFICE EDUCATION										
Objectives: Support for 27 - Marketing and Distribution Mid-Management Trainee										
ACCOUNTING - Show an understanding of basic accounting principles and demonstrate an ability to apply these principles in several business applications.	130 / 145								(20) 01.01 ( ) (30) 01.02 ( ) (40) 01.03 ( ) (25) 01.04 ( ) (17) 01.05 ( ) (40) 01.06 ( )	
TOTALS									JOB TITLE HOURS 172 / ADJUSTED JTH / ADJUSTED SUPPORT HOURS / TOTAL ADJUSTED HOURS	Total Est. Time / Total Act. Time

FOR PLANNER USE

Y: Actual Score / Possible Test Score

Score Necessary to Prevalidate / Possible Test Score

PRETEST % Change

POST TEST % Change

FOR DATA MONITOR USE

APPENDIX E 3

STUDENT NUMBER _____

STUDENT WORK PLAN

Name _____

Rater _____

Date *(Entry)* _____ *(Exit)* _____

KEY FOR FILLING OUT RIGHT HAND PARENTHESES:
(V) Unit prevalidated on pretest indicated by entering a "V" in the parentheses following unit code.
( ) For Completed Units enter total hours from SPR "Time Spent . . ." in the parentheses.
( ) For Incomplete Units enter total hours for completed LAP's from from SPR "Time Spent . . ." at the immediate right of the parentheses

Instructional or Curriculum Area	Comprehensive Written Test PRE	Comprehensive Written Test POST	Performance Check List PRE	Performance Check List POST	Attitude Check List PRE	Attitude Check List POST	Other: Specify PRE	Other: Specify POST	COURSE UNITS NEEDED	Est. Time / Act. Time
24 BOOKKEEPER										
Objectives: CALCULATING MACHINES - Demonstrate an ability to operate all calculating machines using addition, subtraction, multiplication and division.							24 / 26	24 / 26	(4) 03.01 ( ) (8) 05.02 ( ) (4) 03.02 ( ) (9) 05.03 ( ) (3) 04.01 ( ) (10) 05.04 ( ) (6) 04.02 ( ) (1) 13.01 ( ) (7) 05.01 ( ) (2) 13.02 ( )	
ACCOUNTING - Show an understanding of basic accounting principles and demonstrate an ability to apply these principles in several business applications.	165	165							(20) 01.01 ( ) (17) 01.05 ( ) (30) 01.02 ( ) (40) 01.06 ( ) (40) 01.03 ( ) (20) 01.07 ( ) (25) 01.04 ( )	
TYPING - Demonstrate the operation of the typewriter with speed, accuracy and type assignments in mailable form. 88							30/3	30/3	(15) 17.01 ( ) (10) 17.S8 ( ) (5) 17.02 ( ) (9) 17.05 ( ) (5) 17.03 ( ) (5) 17.04 ( )	
FILING - Demonstrate an ability to successfully apply the methods and techniques of alphabetic and subject filing in an office setting.	30	30							(14) 08.01 ( )	
KEY PUNCH - Demonstrate an ability to operate the machine and correctly punch a program card per given instructions.	15	15	2 / 2	2 / 2					(2) 10.01 ( ) (10) 10.02 ( )	
BUSINESS WRITING - Demonstrate an ability to successfully apply the techniques of effective written business communication.	90 / 100	90 / 100							(15) 02.01 ( )	
TOTALS									JOB TITLE HOURS 336 ADJUSTED JTH _____ ADJUSTED SUPPORT HOURS _____ TOTAL ADJUSTED HOURS _____	Total Est. Time / Total Act. Time

FOR PLANNER USE

Y: Actual Score / Possible Test Score

Score Necessary to Prevalidate / Possible Test Score

PRETEST % Change

POST TEST % Change

FOR DATA MONITOR USE

STUDENT NUMBER _____

STUDENT WORK PLAN

Name _____

Rater _____

Date *(Entry)* _____ *(Exit)* _____

KEY FOR FILLING OUT RIGHT HAND PARENTHESES:
(V) Unit prevalidated on pretest indicated by entering a "V" in the parentheses following unit code.
( ) For Completed Units enter total hours from SPR "Time Spent ..." in the parentheses.
( ) For Incomplete Units enter total hours for completed LAP's from from SPR "Time Spent ..." at the immediate right of the parenthese

Instructional or Curriculum Area	Comprehensive Written Test PRE	Comprehensive Written Test POST	Performance Check List PRE	Performance Check List POST	Attitude Check List PRE	Attitude Check List POST	Other Specify PRE	Other Specify POST	COURSE UNITS NEEDED	Est. Time / Act. Time
24 ACCOUNTING CLERK										
Objectives: CALCULATING MACHINES - Demonstrate an ability to operate all calculating machines using addition, subtraction, multiplication and division.							24 26	24 26	(4) 03.01 ( ) (4) 03.02 ( ) (3) 04.01 ( ) (6) 04.02 ( ) (7) 05.01 ( ) (8) 05.02 ( ) (9) 05.03 ( ) (10) 05.04 ( ) (1) 13.01 ( ) (2) 13.02 ( )	
ACCOUNTING - Show an understanding of basic accounting principles and demonstrate an ability to apply these priniciples in several business applications.	95	95							(20) 01.01 ( ) (30) 01.02 ( ) (40) 01.03 ( ) (5) 01.04*( )	
TYPING - Demonstrate the operation of the typewriter with speed, accuracy and type assignments in mailable form. 68							30/3	30/3	(15) 17.01 ( ) (5) 17.02 ( ) (5) 17.03 ( ) (5) 17.04 ( ) (10) 17.SB ( )	
FILING - Demonstrate an ability to successfully apply the methods and techniques of alphabetic and subject filing in an office setting.	30	30							(14) 08.01 ( )	
TOTALS									JOB TITLE HOURS 203 ADJUSTED JTH _____ ADJUSTED SUPPORT HOURS _____ TOTAL ADJUSTED HOURS _____	Total Est. Time / Total Act. Time

FOR PLANNER USE

*: Actual Score / Possible Test Score

Score Necessary to Prevalidate / Possible Test Score

105

PRETEST % Change | POST TEST % Change

FOR DATA MONITOR USE

TUDENT NUMBER _____

lame _____

iater _____

ate *(Entry)* _____ *(Exit)* _____

STUDENT WORK PLAN

KEY FOR FILLING OUT RIGHT HAND PARENTHESES:
(V) Unit prevalidated on pretest indicated by entering a "V" in the parentheses following unit code.
( ) For Completed Units enter total hours from SPR "Time Spent . . ." in the parentheses.
( ) For Incomplete Units enter total hours for completed LAP's from from SPR "Time Spent . . ." at the immediate right of the parenthese

nstructional or Curriculum Area	Comprehensive Written Test PRE	Comprehensive Written Test POST	Performance Check List PRE	Performance Check List POST	Attitude Check List PRE	Attitude Check List POST	Other: Specify PRE	Other: Specify POST	COURSE UNITS NEEDED	Est. Time / Act. Time
24 CLERK - STENOGRAPHER										
Objectives: TYPING - Demonstrate the operation of the typewriter with speed, accuracy and type assignments in mailable form.							60/3	60/3	(15) 17.01 ( ) (10) 18.01 ( ) (3) 19.01 ( ) (5) 17.02 ( ) (18) 18.02 ( ) (6) 19.02 ( ) (4) 17.03 ( ) (8) 18.03 ( ) (2) 19.03 ( ) (5) 17.04 ( ) (5) 18.04 ( ) (2) 19.04 ( ) (10) 17.SB ( ) (8) 18.05 ( ) (1) 19.05 ( ) (12) 18.06 ( )	
ACCOUNTING - Show an understanding of basic accounting principles and demonstrate an ability to apply these principles in several business applications.	90 95	90 95							(16) 01.01 ( ) (20) 01.02 ( ) (25) 01.03 ( ) (5) 01.04 ( ) partial	
CALCULATING MACHINES - Demonstrate an ability to operate all calculating machines using addition, subtraction, multiplication and division.							24 26	24 26	(4) 03.01 ( ) (8) 05.02 ( ) (4) 03.02 ( ) (4) 05.03 ( ) (3) 04.01 ( ) (10) 05.04 ( ) (6) 04.02 ( ) (1) 13.01 ( ) (7) 05.01 ( ) (2) 13.02 ( )	
06										
FILING - Demonstrate an ability to successfully apply the methods and techniques of alphabetic and subject filing in an office setting.	45 50	45 50							(14) 08.01 ( )	
MODERN OFFICE PROCEDURES - Demonstrate skill in performing operational functions covering a wide range of office activities.									(5) 21.01 ( ) (7) 21.02 ( ) (3) 21.04 ( ) (4) 21.05 ( )	
BUSINESS WRITING - Demonstrate an ability to successfully apply the techniques of effective written business communication.	90 100	90 100							(15) 02.01 ( ) (15) 02.02 ( )	
TOTALS									JOB TITLE HOURS _____ ADJUSTED JTH _____ ADJUSTED SUPPORT HOURS _____ TOTAL ADJUSTED HOURS _____	Total Est. Time / Total Act. Time

FOR PLANNER USE

Actual Score / Possible Test Score
Score Necessary to Prevalidate / Possible Test Score

PRETEST	POST TEST
% Change	% Change

FOR DATA MONITOR USE

STUDENT NUMBER _____

Name _____

Rater _____

Date *(Entry)* _____ *(Exit)* _____

STUDENT WORK PLAN

KEY FOR FILLING OUT RIGHT HAND PARENTHESES:
(V) Unit prevalidated on pretest indicated by entering a "V" in the parentheses following unit code.
( ) For Completed Units enter total hours from SPR "Time Spent . . ." in the parentheses.
( ) For Incomplete Units enter total hours for completed LAP's from from SPR "Time Spent . . ." at the immediate right of the parenthesis

Instructional or Curriculum Area 24 CLERK-TYPIST	Comprehensive Written Test PRE	Comprehensive Written Test POST	Performance Check List PRE	Performance Check List POST	Attitude Check List PRE	Attitude Check List POST	Other: Specify PRE	Other: Specify POST	COURSE UNITS NEEDED	Est. Time / Act. Time
Objectives: TYPING - Demonstrate the operation of the typewriter with speed, accuracy and type assignments in mailable form.							50/3	50/3	(15) 17.01 ( ) (10) 18.01 ( ) (3) 19.01 ( ) (5) 17.02 ( ) (18) 18.02 ( ) (5) 19.02 ( ) (4) 17.03 ( ) (8) 18.03 ( ) (2) 19.03 ( ) (5) 17.04 ( ) (6) 18.04 ( ) (2) 19.04 ( ) (10) 17.SB ( ) (8) 18.05 ( ) (1) 19.05 ( ) (13) 18.06 ( )	115
MODERN OFFICE PROCEDURES - Demonstrates skill in performing operational functions covering a wide range of office activities.	95 76 95	95 76 95							(7) 21.01 ( ) (8) 21.02 ( ) (10) 21.03 ( ) (4) 21.04 ( ) (5) 21.05 ( )	34
CALCULATING MACHINES - Demonstrate an ability to operate all calculating machines using addition, subtraction, multiplication and division. 91							24 26	24 26	(5) 03.01 ( ) (9) 05.02 ( ) (4) 03.02 ( ) (4) 05.03 ( ) (4) 04.01 ( ) (11) 05.04 ( ) (7) 04.02 ( ) (2) 13.01 ( ) (7) 05.01 ( ) (3) 13.02 ( )	56
FILING - Demonstrate an ability to successfully apply the methods and techniques of alphabetic and subject filing in an office setting.	50 45 50	50 45 50							(14) 08.01 ( )	14
BUSINESS WRITING - Demonstrate an ability to successfully apply the techniques of effective written business communication.	100 90 100	100 90 100							(15) 02.01 ( ) (15) 02.02 ( )	30
									249 + Course Post Tests 10 =	
TOTALS	245	245							JOB TITLE HOURS 259 ADJUSTED JTH ADJUSTED SUPPORT HOURS TOTAL ADJUSTED HOURS	Total Est. Time 249 / Total Act. Time

FOR PLANNER USE

KEY:

Actual Score / Possible Test Score
Score Necessary to Pre-validate / Possible Test Score

109

PRETEST	POST TEST
% Change	% Change

FOR DATA MONITOR USE

119

10/1/74 Page 1 of 1 Pages

STUDENT NUMBER _____

STUDENT WORK PLAN

Name _____

Rater _____

Date *(Entry)* _____ *(Exit)* _____

KEY FOR FILLING OUT RIGHT HAND PARENTHESES:

(V) Unit prevalidated on pretest indicated by entering a "V" in the parentheses following unit code.

( ) For Completed Units enter total hours from SPR "Time Spent . . ." in the parentheses.

( ) For Incomplete Units enter total hours for completed LAP's from from SPR "Time Spent . . ." at the immediate right of the parentheses

Instructional or Curriculum Area	Comprehensive Written Test PRE	Comprehensive Written Test POST	Performance Check List PRE	Performance Check List POST	Attitude Check List PRE	Attitude Check List POST	Other: Specify PRE	Other: Specify POST	COURSE UNITS NEEDED	Est. Time / Act. Time
24 CLERK										
Objectives: TYPING - Demonstrate the operation of the typewriter with speed, accuracy, and type assignments in mailable form.							40/3	40/3	(15) 17.01 ( ) (10) 18.01 ( ) (5) 17.02 ( ) (14.1) 18.02 ( ) Partial (4) 17.03 ( ) (2.6) 18.04 ( ) Partial (5) 17.04 ( ) (10) 17.SB ( )	
MODERN OFFICE PROCEDURES - Demonstrates skill in performing operational functions covering a wide range of office activities.									(5) 21.01 ( ) (7) 21.02 ( ) (7) 21.03 ( ) (3) 21.04 ( ) (4) 21.05 ( )	
CALCULATING MACHINES - Demonstrate an ability to operate all calculating machines using addition, subtraction, multiplication and division.							26	26	(4) 03.01 ( ) (4) 03.02 ( ) (1) 13.01 ( ) (2) 13.02 ( )	
FILING - Demonstrate an ability to successfully apply the methods and techniques of alphabetic and subject filing in an office setting.	50	50							(14) 08.01 ( )	
TOTALS									JOB TITLE HOURS 116.7 ADJUSTED JTH _____ ADJUSTED SUPPORT HOURS _____ TOTAL ADJUSTED HOURS _____	Total Est. Time / Total Act. Time

25

V: Actual Score / Possible Test Score

Score Necessary to Prevalidate / Possible Test Score

PRETEST	POST TEST
% Change	% Change

FOR DATA MONITOR USE

FOR PLANNER USE

111

112

UNITED STATES CIVIL SERVICE COMMISSION

APPENDIX E 4

CERTIFICATE OF PROFICIENCY
In Typing and/or Shorthand

NAME OF APPLICANT *(Last, First, Middle Initial)*	BIRTHDATE
ADDRESS *(Number, Street, City, State, and ZIP Code)*	
NAME OF SCHOOL AT WHICH TRAINING WAS RECEIVED	SCHOOL'S ADDRESS *(Number, Street, City, State, and ZIP Code)*

	DATE OF TEST *(Month, Day, Yr.)*	LENGTH OF TEST	GROSS WORDS TYPED/MIN.*	RATE OF DICTATION	TOTAL NUMBER OF ERRORS	PERCENT OF ERROR **
TYPING		MIN.	WPM			
SHORTHAND		MIN.		WPM		

* The total number of words typed, divided by the number of minutes, with no deduction for errors.

** The total number of errors divided by the total number of words dictated. (The total number of words is the length of test in minutes times number of words dictated per minute.) The percent of error need not be computed when the dictation was given at 80 wpm for 3 minutes.

I certify that the above named person has demonstrated proficiency in typing and/or shorthand as shown above on unfamiliar and continuous material.

SIGNATURE OF OFFICIAL AUTHORIZED TO ISSUE CERTIFICATE	DATE	TITLE

NOTE

This certificate, when filed, becomes a part of the competitor's qualifications statement.

UNITED STATES CIVIL SERVICE COMMISSION

BE SURE TO READ THE INFORMATION ON BACK OF THIS FORM

CSC FORM 680
April 1971

NOTES ON PREPARATION OF CERTIFICATE

Test Requirements

Typing – The test on which the teacher bases the certificate must be at least 5 minutes in length and the student must type at a rate of at least 40 words per minute, with no more than three errors at this rate.

Stenography – The dictation period must be at least 3 minutes in length and the rate of dictation must be at least 80 words per minute.

Kinds of Tests That Teachers May Use

The U.S. Civil Service Commission does not require special tests or special opportunities for students to be tested or retested in connection with this certificate. Teachers may base their certification of students' typing and/or shorthand skill on a classroom test of the type and quality used for formal grading in their classes, provided the test meets the minimum requirements above.

Many teachers like to base their certificates on classroom tests which are similar to those the U.S. Civil Service Commission uses in competitive testing. Detailed information of the Commission's tests, including sample tests and directions for constructing similar tests, is available from the office which furnished this form. The general nature of the test material the Civil Service Commission uses is briefly described as follows.

A passage for a typing test is general subject matter that might reasonably be given a typist on her first job. All words are in sufficiently common use to be understood by most high school seniors, and the more difficult words are dispersed throughout the passage rather than concentrated in one or two sentences. Sentence structure is not complicated. A "word" is five strokes.

The subject matter and the vocabulary of a dictation passage is similar in difficulty to that used for typing passages. General material that is neither technical nor unusual is used. The dictation passages do not contain abbreviations, contractions, or more than one hyphenated compound word. Sentences are straightforward rather than of complicated grammatical construction and are neither extremely long nor extremely short. Complex problems of punctuation, spelling, and word discrimination are avoided. The average number of syllables is 1.5.

Scheduling Tests for Certificate Purposes

The certificates must be filed by or on behalf of the students before any deadline set in the announcement. Subject to that provision, it is advantageous to both the student and the teacher to postpone the issuance of certificates to as late a time in the typing or stenography course as possible. Doing so permits the student to build the maximum possible skill to be reported on the certificate. Preference in hiring, of course, is given to the best qualified persons on the registers. The certificates should not be based on a test administered more than three years previously.

SPECIAL INSTRUCTIONS

To Teachers

When examinations are held in your area for Clerk-Typist Trainee, GS-1 and Clerk-Stenographer Trainee, GS-2, the performance requirements are as follows:

Typing	The student must type for five minutes at a rate of at least 30 words per minute with no more than two errors. Above the Trainee level the student must type at a rate of at least 40 words per minute with no more than three errors at that rate.
Stenography	The student must take dictation at the rate of at least 80 words per minute for at least three minutes with no more than an 18 percent rate of error using the typed transcript.

To Applicants

The stenographer typist performance test is only part of the total examination. In addition, you must pass a written test on clerical and verbal abilities administered by an authorized Civil Service examiner. Bring this certificate with you when you report to take the general written test. Do not mail it to a Civil Service office prior to taking the general test.

If you have previously passed the written test within the last three years (see your Notice of Rating), you may mail this certificate together with your Notice of Rating and Personal Qualifications Statement, SF 171, to any Civil Service office that has an open announcement for Clerk-Typist and Clerk-Stenographer.

Additional information in connection with this certificate may be obtained from the office which furnished this form.